

NEW YORK LEARNS

AMERICAN GUIDE SERIES



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AMERICAN GUIDE SERIES

NEW YORK
LEARNS

A GUIDE TO
THE EDUCATIONAL FACILITIES
OF THE METROPOLIS

Prepared by the Federal Writers' Project of
the Work Projects Administration
in New York City

With an Introduction by FRANK PIERREPONT GRAVES,
State Commissioner of Education

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PREFACE

New York Learns offers the first composite picture of New York as an educational center. Here one can glimpse the innumerable opportunities which the metropolis possesses for aspiring youngsters and oldsters; scarcely a field of human knowledge is omitted from this conglomerate curriculum. The book has been designed not only for educators, but for counsellors, social workers, and professional persons of all kinds as well as the general reader.

Considering the multitude and variety of schools and other educational organizations in the city, a comprehensive study was beyond the scope of the Writers' Project. Our aim was rather to choose representative samples of the various types of institutions. In many cases, choice was perforce arbitrary, and numerous schools or agencies which have been omitted doubtless are of equal rank with those described in this compendium. For this only the editors are to blame.

As this book goes to press, certain changes are being contemplated in the public school system and in the activities of WPA. Naturally such proposed changes could not be incorporated in this text.

July 6, 1939.

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All the Children, the splendid reports of the Board of Education, proved to be of immense value in writing the survey of the public school system.

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INTRODUCTION

The educational advantages of New York City and the surrounding area are widely known and acclaimed throughout the length and breadth of the United States. The City has long been a mecca for young men and women who have in the search for knowledge come from all quarters of the globe. Indeed, it would hardly be too strong a statement to say that probably nowhere else in the world are there so many and so varied educational opportunities available to students as are found within this extensive area of Greater New York. Kindergartens, elementary schools, high schools, colleges and universities have made education available to hundreds of thousands of students ranging from infancy to middle life. When one considers that the annual school budget for public education in the metropolitan area is over one hundred and fifty million dollars, it is possible to understand to some extent the size of the task of administering this largest public school system in the world.

Yet, so ably is this administration functioning and so broad are the interests involved that it cannot be said that any one phase in the whole range of education is neglected. The research, the time, and effort that have gone into the preparation of this book have produced an excellent survey, which will inform the world most fully concerning the educational system of New York City. The pages following bear eloquent testimony to the advantages available to every student in the metropolitan district.

This varied educational program of the public school sys-

tem centers in the needs of the individual student from the day he enters until he has completed his formal training. In order to prepare the child for active participation in the elementary school system, the City has provided a patient, painstaking pre-school program to acclimate the youngster through the early formation of habits of study to the idea that school life does not need to be a disagreeable task to which each child must be submitted. Rather, the child is encouraged to learn early in life to look forward to school days as a happy time of exploration and adventure.

Then, when the boy or girl has completed his elementary school training, in which the City has provided opportunity for the development of the individual aptitudes of the child, the transition into secondary work is smoothly accomplished. In the public system of New York City the high school boy or girl is likewise provided with the opportunity to begin definite training for future social life and the obtaining of a livelihood. Here again, in its vast network of vocational school possibilities, as well as in its general academic programs, the City merits the strong commendation of educators everywhere.

But it is not alone because of its public school system that the City of New York is great as an educational center. Many private schools, schools of progressive character, trade schools, and professional schools of almost every type are available not only to residents in the metropolitan area but to students who come from far and wide to seek the advantages peculiar to this great center. It is difficult to conceive of any kind of professional training which is not available in New York City. There are outstanding library schools and splendid libraries available to the seeker after education. Some of the finest schools of medicine in the country are located in New York City. Schools of podiatry and of optometry approved by the Board of Regents are

also located here. Likewise schools of dentistry, pharmacy, nursing, accountancy, law, engineering, architecture, and home economics are at the disposal of the student who wishes to specialize in these professions.

The available educational opportunities in New York City are almost inexhaustible. Furthermore, into the schools and colleges, public and private, of New York come advocates of almost every type of educational thought conceivable. Veritably, the metropolis is a great educational melting-pot, a center which attracts many of the world's greatest educators and which offers unlimited opportunity to those earnestly seeking knowledge.

FRANK PIERREPONT GRAVES

*President of the University of the State of
New York and Commissioner of Educa-
tion*

Chapter I

THE PUBLIC SCHOOLS

I. ELEMENTARY PUBLIC SCHOOLS

THE PEOPLE of the city of New York have faith in the function of education in a democracy and have demonstrated that trust in developing the largest public school system in the world, with an annual budget exceeding \$150,000,000. Probably the most important element in this educational structure is the kindergarten and elementary school system, since it is being realized that education stands or falls by its work in the formative years of childhood. Changes in personality and attitude are possible afterward, but more difficult to achieve. Prevention is easier and more economical than cure, and if there is to be a better adjusted adult population, the basic work of character and personality formation must be done by the elementary school.

Unhampered by the restrictions imposed on the secondary schools by the curriculum requirements of the colleges, the elementary schools of New York City have continuously adapted themselves to progressive methods in teaching, and have been alert to the necessity for constant experimentation. As a result, the present generation of New York children, in the majority, thinks of school not as a disagreeable task, but as a pleasurable experience.

Of course, New York has not been able to adapt itself to progressive methods in education as easily as smaller

school systems. When its 667,000 elementary school population, housed in 616 schools, is considered, the reason should be clear. Even the minor change, advocated by progressive educators, of introducing movable classroom furniture would prove a severe strain on the budget; progressive methods, while undoubtedly worth the cost, often mean an increased outlay. And before any radical increase in the size of the budget can be hoped for, the public must be educated to the evolving needs of a school system.

In addition to the huge enrollment, New York has numerous other problems which complicate the task of the school system in transferring emphasis "from the mastery of subject matter to the development of personality, the discovery of talent, and training in social efficiency." There is, first of all, the polyglot population. At least forty tongues are spoken within the city, and newspapers are printed in twenty-nine different languages. A bilingual home also means a bicultural home, obviously complicating teaching methods and the nature of the subject matter itself. In line with the belief that assimilation of foreign cultures does not mean a stamping out but rather a fusion of these cultures with American customs and traditions, some way of achieving this blend must be found.

Within the English-speaking population itself there are many racial currents. New York annually receives a heavy influx of Negroes from the southern states and the West Indies (in addition to the Spanish-speaking Puerto Ricans). These people come from a limited educational background and face the additional problem of adjustment to life in a large city. As Frank P. Graves, State Commissioner of Education, phrased it: "To assimilate the children of so large a Negro population into a city school system which recognizes no distinction of race or color is a problem of the first magnitude."

Matters are rendered still more difficult by the extreme mobility of the population. The New York schools are overcrowded not only because of inadequate space, but because rapid shifts depopulate one neighborhood and overwhelm the facilities of another. A number of schools on the lower East Side have been closed because of loss of population, while schools in the newer residential districts have been forced to operate on several shifts.

Not only is there a flow of population from neighborhood to neighborhood, but within a locality itself there is constant moving about. In Harlem, where deplorable housing conditions prevail, some schools have an annual pupil turnover in excess of one hundred percent. The pedagogical difficulties facing a teacher who starts out with one class and completes the term with a totally different class can be easily imagined.

Some measure of relief is in sight, however, for the harassed school authorities. In line with a nationally declining birth rate, New York's elementary school population is steadily decreasing. By 1938 the annual loss reached 14,000. This decline permitted a reduction in class size from an average of forty-one in 1924 to thirty-four in 1937, making possible greater attention to individual needs, as demanded by modern education.

In view of these problems, New York City's orientation to the requirements of progressive education has been in the nature of a slow but sure readaptation within the limits of its facilities. The activity program as a type of deformed curriculum represents the most interesting development in this direction.

KINDERGARTENS

New York introduces 41,500 children at the age of five to school life in the kindergartens, of which there are 979.

Attendance is voluntary, and the aim is not to impart any definite skills to the child, but rather to utilize his natural play tendencies and to develop social relationships. This is his initial experience with the socialized work groups which play an ever increasing rôle in his life.

In kindergarten children are also initiated into community life. They meet the policeman on the corner and learn to cross streets safely. They go to the park and study animals and plants. Zoos and museums schedule story hours and provide guided tours to accommodate their small guests.

Back in the classroom—which is becoming more like a workshop—they make paper replicas of what they have seen, sing songs, and learn stories and rhymes which are dramatized, each child becoming an actor. Working with children in an outdoor environment is desirable, and an experiment in the use of the auditorium roof as an outdoor classroom is being carried on in one of the schools. More than three score classes are fortunate enough to have outdoor gardens while more than 500 have window boxes in the classroom where the children plant seeds and observe the results.

Elementary health habits are instilled at this stage. The importance of brushing teeth, washing face and hands, and combing the hair regularly are stressed through actual classroom practice; also charts, drawings, and motion pictures are used to inculcate such habits. The virtues of neat and clean children are celebrated in song and rhyme.

Realizing that the child spends only a small part of his time in school, kindergarten teachers maintain close cooperation with the home, thus acquiring a rounded picture of the pupil's development. About 30,000 home visits are made during the school year. These, combined with regular meetings of local parent-teacher associations do much

toward establishing a healthy *rapport* between school and home.

In the New York schools there are 180 kindergarten extension classes for those children not yet adjusted to regular grade work. In these classes first-grade work is taught by kindergarten methods. These extension classes are now being carried over experimentally into the second year of school work. The lack of adjustment that once prevailed among children entering the first grade of elementary school was shown by the abnormal percentage of repeaters. Incidentally, children in the first half of grade one are now automatically promoted to the second half.

ELEMENTARY SCHOOLS

The elementary schools of the city are organized into eight grades of two terms each. The median city elementary school has an enrollment of 1,098. The schools range in size from a two-room, thirteen-pupil schoolhouse in Richmond (P.S. 27) to buildings housing more than 3,000 pupils. Exclusive of the kindergartens, there are 625,000 elementary pupils, taught by a corps of more than 20,000 teachers.

The elementary curriculum places increasing emphasis on the adaptation of the school to the child, rather than the child to the school. Attention to individual differences is reflected in the testing programs which trace the child's development through school, in experiments in homogeneous grouping, and in the growing importance of the school psychologist. These demonstrate that the school is moving toward the goal of guiding each child as a *personality*. The present-day emphasis is on getting the child to work up to his own capacity, rather than to set arbitrary standards of achievement. That this philosophy has had beneficial effects is shown in the reduction of retardation, which fell

from forty-six percent in 1921 to twenty-seven percent of the register in 1935.

The curriculum is more flexible and in closer accord with an ever changing society; children are given greater opportunity for independent thought than formerly. They conduct recitations, dramatize history and literature, carry on experiments and projects, and make field trips to places of interest. The use of motion pictures and radio as educational aids is growing, although slowly. American history, for example, is made real by seeing the motion pictures of pioneers in action. In many schools the rooms are wired for radio reception.

Of unusual interest are the experiments carried on by New York teachers, often on their own initiative, in "homogeneous grouping." It has been proven that merely to group children according to ability does not bring desired results. There must be a corresponding modification of teaching methods and content. Furthermore, the sole basis for grouping cannot be the intelligence quotient and mental age, since these reveal only one aspect of the child. Equally important in grouping are the degrees of social, physical, and emotional maturity. A bright child put into an older group, where he does not have a fair chance to meet his classmates on a basis of physical, social, and mental equality, may suffer immeasurable harm. The trend within the New York schools is to place the child in groups of similar chronological age, and to modify the curriculum to suit students' abilities, in order that they may be kept working at capacity.

SPEYER SCHOOL

An interesting experiment in grouping and curriculum reorganization is being conducted by the Board of Education in collaboration with Teachers College, Columbia

University, at P.S. 500, 514 West 126th Street¹ (the Speyer School Building of Teachers College). This school was opened in 1936 to discover techniques for handling the 175,000 slow learners (I.Q. 75-90) and the 50,000 gifted children (I.Q. 130 up) found in the city schools. The Speyer School, which is planned as a five-year experiment, works with selected groups of children, for whom the standard curriculum is unsuitable.

The school is composed of seven Binet classes of dull normals, selected from the neighborhood, and two Terman classes of gifted children, chosen throughout the city. The teachers are selected on the basis of training and ability in handling exceptional children. In the Binet classes the work is organized into units and projects; each pupil is expected to progress in accordance with his ability. Constant emphasis is placed on concrete experience. In the Terman classes the learning units are divided into contracts for basic skills and projects for more general work.

A primary aim at the Speyer School is to discover and foster special abilities. Diagnostic and remedial procedures are essential elements of the teaching techniques; visual aids and community resources, such as libraries, museums, local businesses and industries, are utilized.

OPPORTUNITY CLASSES

Within the regular school system there are "opportunity classes" for dull pupils. Ideally, this would be only the beginning of a comprehensive program of readjustment, but it must be admitted that in the New York system pupils are often placed in an opportunity class in order to lighten the academic demand made upon them; no measurable alteration of the curriculum and methods of teaching is attempted.

¹ All addresses, unless otherwise noted, refer to Manhattan.

A two year experiment, however, recently concluded, shows what can be done when the curriculum is really adapted to the needs of slower pupils. Six hundred mal-adjusted children, a number of them offering serious behavior problems, were placed in opportunity classes and an activity program was inaugurated. Concrete experience rather than book learning was emphasized, in the belief that the abstract concepts involved in the usual school work were beyond the mental range of the pupils. The classes were converted into workrooms, and the children were engaged in projects which included weaving, painting, printing, metal and clay work, and similar handicrafts. Games of an educational nature were devised, and school work was related to the outside world by trips to museums, newspapers, and factories.

As a result, former truants, who had been frequently bored into delinquency by the classroom routine, began to enjoy the new informal schooling and came to school eagerly rather than reluctantly.

ACTIVITY PROGRAM

New York's attempt at curriculum reorganization consists of widespread experimentation with the activity program. This program, as the name implies, permits the child to learn by doing. The school is regarded as part of the community, interacting with it and calling upon community resources for much of the teaching material. The former rigid subject matter curriculum is replaced by cooperative learning units, based on centers of interest in each grade level. Under the old system there was a sharp cleavage between subjects; in the activity method, each subject becomes part of a unified whole, and the work is thus made more meaningful both to teacher and pupil. Moreover, the subject matter is brought within the interest and experi-

ence level of the child, often permitting him to learn through natural play activities. Fear of low marks and harsh discipline is outlawed as a motivating factor. Extrinsic motivation has been supplanted by intrinsic motivation.

New York citizens are made aware of the activity method in a curious manner. Trains and street cars used to be free of children during the late morning and early afternoon hours, when youngsters were safe in their seats at school. Now one sees during these hours crowds of enthusiastic children on subway trains and buses accompanied by a "school marm" who does not shout commands, but blends with the group. These youngsters are doing "field work" as part of the new activity method.

Nor is this all. Coming home, our New York citizen may find his seven-year-old son eager to tell him of the signal honor which the school has conferred upon him—he has been made chairman of the class research committee, and his first assignment is to interview the corner grocery man. School has assumed a new meaning.

In the seventy elementary schools where the activity method is being tried out, a drastic break with the formalized curriculum is made, and the old conception of discipline is greatly modified. The idea that children must sit in their seats, rigid and silent, hour after hour, is abandoned. In the activity classes children move about freely. They confer in groups under democratically chosen leaders; they discuss plans and formulate projects. To the child, school becomes part of the community, and the community part of a still larger world. These activities do not simply provide for the agreeable passage of time—although that, too, is desirable—but are woven into larger learning units with carefully defined objectives.

As the *Thirty-Seventh Annual Report* of the Superintendent of Schools observes: "The teacher too is different. She spends little time at her desk. She works with the children and is in demand all the time. She is interested in child growth rather than percents in tests. She becomes much more intimately acquainted with her pupils, their homes, and their parents. She finds out what children do out of school and discovers interests and talents."

However, the activity method is not a cure-all. It is still in the experimental stage and both its aims and methods may undergo considerable revision. Its chief value lies perhaps in the attitude it fosters among educators—the eagerness to understand the child's needs and the willingness to alter educational methods in accordance with changed conditions. The activity method may well be found wanting when the question arises of applying it to the entire public school structure, but whether it succeeds or fails it will at least have left a permanent impression on the New York elementary school.

REMEDIAL PROGRAM

The problem of reconciling individual differences with mass education is the chief spur behind New York's continual research and experimentation. Of course, formalized education is still the vogue in the system, and consequently a large number of pupils fall by the wayside, unable to meet scholastic standards. With the aid of the WPA, however, the schools are attacking this sore spot in the system by means of a widespread program of remedial teaching, particularly in the tool subjects. A small group of backward pupils are assigned to each WPA teacher for coaching in specific difficulties, and the results so far fully justify the endeavor. A majority of pupils receiving such coaching manage to pass the grade.

EDUCATION OF THE PHYSICALLY HANDICAPPED

Every year a large number of physically handicapped children are registered in New York schools. These are segregated in special schools, or attend special classes in regular schools. The latter arrangement is by far the most common. Teachers must have a license based on training in the education of the handicapped. School buses provide free transportation.

More than \$4,000,000 annually is spent for this type of education. The 1939-40 budget provides for 1,494 special classes, including 239 open air, and 17 outdoor classes; 128 classes for crippled children, 7 hospital classes for the bedridden, 100 classes for cardiacs, 6 for the blind, 102 for sight conservation, 54 for the deaf, and 642 for mentally retarded children. WPA teachers are utilized in teaching sight conservation and lip reading.

In the cardiac classes there are regular check-ups of temperature and respiration. Milk is served at recess and there is a forty minute rest period after lunch. The open air classes for tubercular children also emphasize proper diet, rest, and fresh air. Charts of weight and health progress for each child are carefully kept. Several day camps in city parks are also maintained by the Board of Education for tubercular children.

Most of the city schools provide some form of remedial training for speech defects. WPA has made assistance available to many more pupils than was formerly possible. Stuttering, stammering, and lispng are corrected by home practice, drill, and individual instruction.

Significant progress has also been made in the work with deaf children. With the help of the WPA, more than a million children have been tested in recent years by the audiometer, a phonographic device which scales the hearing

ability of groups of children at one time. About seven percent of those tested were found to be hard of hearing, and two percent were judged in need of lip reading instruction. In addition to lip reading classes, a school for the deaf, P.S. 47, is operated by the Board of Education at 225 East 23d Street. Because the deaf child must be taught a language, a process that may take three years, he must stay in elementary school from ten to eleven years. Many deaf children who formerly exhibited some of the characteristics of feeble-mindedness because of difficulty in communication and hearing, have become academically successful as a result of this remedial training.

EDUCATION OF THE MENTALLY RETARDED

In the New York elementary school system there are 473 classes for children whose mental ages range from five to ten years, I.Q. 50-75. In addition, there are thirty-two classes for children who are below 50 I.Q., but are mature enough socially to attend school. Known as CRMD classes, they are under the direct supervision of the Bureau for Children with Retarded Mental Development. This bureau has a staff of sixteen psychologists, seven visiting teachers, and three doctors.

In general, the purpose of the ungraded classes is excellent. They offer the retarded pupil a type of education especially suited to his mental proclivities. Manipulative skills are stressed, since it is highly doubtful if mentally deficient children can ever be academically successful. Special efforts are made to acquaint each child, at least in a rudimentary way, with reading and arithmetic. The remainder of the curriculum consists mainly of handicraft and social activity.

The belief that a child whose mental age is lower than

his chronological age represents an ineducable personality and a potential delinquent, has been discarded by psychologists, but this misconception still prevails to some extent in New York and other large school systems. This is evidenced in the ruling which arbitrarily places a child in an ungraded class on the basis of his I.Q. Many city educators oppose this practice, and declare that children should be sent to ungraded classes on the basis of their entire personality development, of which abstract intelligence is only a part.

The possibility of adjusting these children to normal life was shown in a study in 1935 which revealed that sixty-six percent of one group of specially-trained, mentally retarded pupils had some kind of employment after leaving school.

CHILD GUIDANCE

The program just described is of undoubted value if the child's difficulties can be isolated and attributed to specific factors. But for most problem children, no such simple approach is possible, and it was in recognition of the complexities involved in guiding problem children that the Bureau of Child Guidance (228 East 57th Street) was established in 1931.

The work of this bureau is two-fold. It serves both as an agency for the education of teachers and parents in mental hygiene, and as a clinic to which the schools may refer maladjusted children for study by specialists. As a teaching agency, it sponsors lectures and courses in mental hygiene. As a clinic, it treats cases in cooperation with leading welfare agencies. (The latter function is of special importance because most child problems are in effect child-parent problems.) While children are sometimes referred by parents to the bureau, the latter prefers to accept cases from respon-

sible agencies. Only in this way can follow-up treatment be assured, since mental therapy is a slow process. The bureau reports that duration of treatment for the average full service case is fourteen months.

Every child receives thorough medical and psychological examinations and these, combined with the information furnished by the social worker, form the basis for treatment. In addition to its educational and remedial work, the bureau's staff conducts research projects among the city children. In the five year period, 1932-37, 7,511 children were given clinical treatment. WPA psychologists have enabled the bureau to extend its services to many more schools than was formerly possible.

HEALTH EDUCATION

The public schools of New York are fully cognizant of the fact that considerable academic and emotional maladjustment is due to physical causes. Hence health education has a major place in the school system. Correct habits of hygiene are instilled both by precept and by daily health inspections. As a culmination of the year's work, there is an annual School Health Day, when academic work is set aside and most of the day is devoted to health examinations. The information so acquired is recorded on a form card and parents are notified of remediable difficulties and asked to arrange for treatment.

The schools conduct an unceasing campaign to immunize children against contagious diseases. Vaccination for smallpox is required before a child even enters school. Each month of the year, the Board of Education distributes to every pupil a four-page tabloid, the *Health Broadcaster*. In addition to these activities, some form of outdoor recreation has become part of the regular curriculum.

RECREATION EDUCATION

Since play is the child's normal activity, correct play—which means play based on the child's healthy interests—becomes part of the elementary school program. Playgrounds are kept open after regular school hours and during the summer to provide safe recreational centers. In addition, there are summer play schools, staffed by WPA teachers, where children drop in at will and engage in some form of recreational activity. The program includes outings, games, dancing, arts, and crafts. An attempt is being made to eliminate the competitive element from recreation and in its stead emphasize socialized play.

VISITING TEACHERS

Visiting teachers (of whom there are twenty-three in 1939) represent another attempt of the school to accommodate itself to the child. The visiting teacher goes to the home of problem children in order to find, if possible, a clue to their maladjustment, and offers suggestions for treatment both to the parents and the school. Social work training has given her an acquaintance with community resources, and she is free to call upon them for help when needed.

Unfortunately the visiting teacher represents a relatively neglected aspect of remedial education. The case load of twenty-three visiting teachers in a public school system of more than one million children is unduly heavy and precludes the accomplishment of really effective work. The Board of Education also provides 174 home teachers for the instruction of bed-ridden children.

NATURE EDUCATION

Nature education is obviously of great importance in New York. Between skyscrapers and tenements, nature is "shut

out," and many school topics become quite meaningless for lack of actual familiarity with natural objects. Stalks, husks, grain, insect pests, even trees, flowers and grass can mean little to a city child who has seen none of them.

The nature rooms in the elementary schools, where children can observe small animals and plants, are an attempt to satisfy this vital need. Perhaps the school garden, wherever it exists, serves this purpose even better. A number of specially trained teachers have been engaged recently to supervise the care of gardens, with pupil participation as the main objective. For example, in a Bronx school, P.S. 55, children are carrying through a garden project (in connection with their geography studies) in which they are attempting to grow the staples of each of the forty-eight states.

2. JUNIOR HIGH SCHOOLS

THE JUNIOR HIGH SCHOOL has been established primarily for guidance purposes. It is felt that at puberty the child needs specialized instruction and guidance to ease the transition to adolescence, as well as a period of experimentation with subject matter before he is thrown into the free elective system of the senior high schools.

In many respects, the junior high school represents a cross between the elementary and senior high school without a differentiated approach of its own. Instruction is not so individualized, and guidance is not so personal as may be desired. Yet the junior high, for all its shortcomings, has proven its worth, and the eight-four system is gradually being replaced in by the six-three-three structure.

ENROLLMENT

At present, there are 134,000 pupils in the junior high schools of the city, an increase of 49,000 since 1929. During

this period, the elementary school population decreased by 123,000. While new structures are being erected—such as the handsome HERMAN RIDDER JUNIOR HIGH, Boston Road and East 173d Street, Bronx—the majority of junior highs are still housed in elementary school buildings. The median enrollment of junior high schools is 1,594; the student bodies range from 700 to 3,000.

GUIDANCE

Guidance is, as observed, one of the major functions of the junior high school. Hence the student is given an opportunity to explore his abilities, interests, and needs in relation to his plans. He may, for example, elect a commercial course and, discovering that he would profit more from academic training, transfer without appreciable loss of credit. Students may sample various trade subjects without direct specialization and develop social interests through club activities. The latter constitute an important phase of education at early puberty, and in recognition of this fact club meetings are held during school hours.

Direct assistance is also furnished the pupil through class discussions and by counselling. Most of the junior high schools have a comprehensive testing program; and all are installing a cumulative record system which brings together in one place all significant data concerning each pupil. These records provide the counselor and teacher with a basis for educational, vocational, and personality guidance.

ADJUSTMENT CLASSES AND INDIVIDUALIZED INSTRUCTION

The junior high school serves the useful purpose of keeping children happily occupied until the completion of the ninth grade, whereas formerly many of them terminated their schooling with the eighth grade. Yet among those who

remain in school there are many who cannot handle the standard curriculum successfully. For them, adjustment classes are provided in which the work is simplified and made more concrete and amenable to individual needs. For these adjustment classes (which are smaller than usual) an activity program is devised, and teachers are assigned who have lighter loads and can therefore pay more attention to the individual. A typical program of this sort may be observed at the SETH LOW JUNIOR HIGH SCHOOL, Avenue P near West 11th Street, Brooklyn.

In many retarded classes the teachers advance grade by grade with their pupils for the entire three-year course. Furthermore, the program of study is arranged in unit form. At the outset, the student is given a mimeographed sheet which outlines the prescribed work. He may then advance at his own rate. An ambitious pupil in the adjustment classes often completes the three-year course in two, thus compensating for previous failures. In general, the adjustment program continues until it is felt that the student can do without it.

RAPID ADVANCEMENT AND REMEDIAL CLASSES

Rapid advancement classes for bright pupils are provided in most New York junior high schools, permitting students to complete the three-year course in two. The range of topics discussed in these classes is wider than usual; otherwise, the regular curriculum is pursued. Recent administrative thought in the school system is toward enriching the curriculum and normalizing the rate of progress of bright students.

Considerable remedial work is also done in the junior high schools. An unusual type of remedial reading instruction may be observed in JUNIOR HIGH SCHOOL 165, 225 West 108th Street. Students are trained in skimming (to destroy the word reading habit), and in reducing the num-

ber of eye movements per line. JUNIOR HIGH SCHOOL 136, Edgecombe Avenue and 135th Street, conducts unusual remedial work in arithmetic. Here the procedure is to make a survey of arithmetical abilities of the students, then diagnostic tests are applied to discover specific weaknesses in individuals and finally remedial measures are administered.

LIBERALIZING SUBJECT MATTER AND TEACHING METHODS

Attempts are made in the junior high schools to break with compartmentalization. The art teacher does not feel that she must teach drawing instruction solely, nor the shop work teacher only shop work. Overlapping of teaching functions is encouraged, with a view toward integrating and harmonizing both students' and teachers' talents.

In order to liberalize the course of study, many schools permit students to take industrial arts as alternatives to algebra and languages. Furthermore, the work in industrial courses is of a generalized nature, in order that students may easily discover their special aptitudes. Constant efforts are also made in junior high schools to relate subject matter to outside activities. For example, at JUNIOR HIGH SCHOOL 91, Stanton and Forsythe Streets, the study of nutrition and foods revolves around the operation of a tea room. At JUNIOR HIGH SCHOOL 55, St. Paul's Place and Washington Avenue, Bronx, mathematics is taught not as a separate subject but in relation to shop practice. Since the junior high school student is a much more percipient being than the elementary pupil, any appeal to his interests must take this fact into account. Also, if definite vocational aptitudes are to be developed, school work must be related to adult activities. It is for these reasons, principally, that a great change has occurred in the last decade in the teaching methods of the New York junior high schools.

Civics instruction, for instance, has advanced enormously

since the days when it consisted largely of memorization of the names of governmental departments. Today the municipal government itself is used as far as possible as a teaching aid, while pupils are made to participate actively in school government. Similarly, biology is no longer chiefly a theoretical subject. Microscopes are part of the biology room equipment, and the observance of living organisms has largely replaced the reading of printed matter. In all the sciences, stress is placed on an understanding of life rather than memorizing formulas.

Even commercial subjects are taught by means of student participation in life situations. For example, at JUNIOR HIGH SCHOOL 52, Kelly Street and Avenue St. John, Bronx, this method has been followed for several years. The students operate a savings bank which issues checks, receives deposits, and arranges credit. A model business enterprise is conducted in which salesmen, shipping clerks, file clerks and office help are hired and merchandise is bought and sold. In this way the use of various business forms and practices are learned at first hand.

The study of social and natural sciences is similarly visualized by the use of slides, motion pictures, and other visual aids. Pupils construct miniature model communities and build dioramas of historical incidents. In this and other ways the activity program is fused with the regular curriculum.

TRAINING FOR CITIZENSHIP

Since a number of students leave school after the ninth grade, training for citizenship is an important function of the junior high schools. The principles of democracy are taught by practice rather than dictum, in order to develop adults who will realize the potentialities of a democratic way—the American way—of life. Such training takes the

form of organizing governmental units within the school, and of placing the responsibility for running the school on the students themselves.

SOCIAL FORM

Since the pubescent child received by the junior high school is just becoming conscious of the opposite sex, one of his greatest needs is the development of poise in social relationships. In order to develop this aspect of his personality, and to prepare him for the emotional problems of adolescence, the schools provide courses in dancing, dramatics, and social form.

As yet no New York school gives sex instruction as such, although as far back as 1918 the need for this instruction was stressed in *Cardinal Principles of Secondary Education*, a report of the NEA. The proponents of sex instruction, about which a controversy rages at present in New York, point out that the junior high school is the logical place for acquiring such knowledge, and that delinquency studies prove that sexual enlightenment is needed just before, not during or after adolescence. The New York public school system still considers it unwise, however, to undertake sex instruction in the classrooms.

3. SENIOR HIGH SCHOOLS

THE HIGH SCHOOL is a peculiarly American phenomenon, exemplifying the almost mystic faith of America in the power of education and the resultant determination to extend its benefits to all classes of society. Yet the high school as conservatively conceived is suited neither to the abilities nor the needs of a good segment of our adolescent population. Nowadays, the secondary schools through sheer necessity are accommodating themselves to the influx of students

for whom their old curricula are not suited, and slowly both curriculum and objectives are being revised.

At the present time, the secondary school situation, particularly in a megalopolis, presents a confused picture of trends and counter-trends. Junior high schools exist side by side with the eight-year elementary and the four-year high schools. Trade schools are springing up like mushrooms, while a controversy rages about specific as opposed to general vocational training. Honor schools, schools for the gifted, schools for the retarded, schools of music, schools of art—all this may trouble the order loving mind, but can best be regarded as a sign of vigor, a desire to satisfy prevailing needs. The basic problem is what to teach (as well as how to teach) and the answer can arise only from practice and experimentation. It is by such an adjustment process that the New York high schools are putting into execution the determination to make the secondary school the people's university.

THE HIGH SCHOOL OF TODAY

One thing may be definitely stated about the New York high schools: they can no longer be regarded as mainly "prep" schools. Preparing students for higher education remains an important function, but this is distinctly a secondary objective, yielding first place to the concept of the "adolescent-centered school." Since most students will never go beyond high school, their needs must be considered as earnestly as those of the college preparatory group.

The large industrial and vocational high school buildings in New York, with their elaborate machinery and apparatus, highly trained teaching staffs, and record of achievement in turning out graduates relatively adjusted to the needs of the community, represent certain phases of the new adaptation. But curriculum reorganization alone is inadequate to

meet the demands of an adolescent population. At no other time is a person so much in need of individual attention and guidance as during adolescence, a period of disturbing bodily change and emotional maladjustment. In line with the recognition of these needs, a host of services and activities have been introduced into the New York schools which mark a thorough break with the concept of the high school as a feeding station of knowledge.

TYPES OF SCHOOLS

Roughly, the New York City high schools fall into two categories—the academic or general high schools and the vocational schools. The general high schools have three types of courses: (a) the academic course preparing for entrance to college and technical schools; (b) the commercial course which prepares boys and girls for secretarial and bookkeeping positions in the commercial world; and (c) the general course which combines industrial arts, home economics, and the like with academic or commercial subjects. These three courses are given in practically all the general high schools, although some of them specialize in one or another. All courses include English, social studies, health education, and art and music appreciation.

The vocational high schools are of two kinds: (a) those which stress general vocational training, leaving the student to adapt himself to a specific vocation upon graduation; and (b) the central vocational school devoted to a single trade or a study of well-defined courses in a given field.

There are fifty academic and general high schools in New York, with a total enrollment of 254,000 students. The twenty-four vocational schools have an enrollment of 52,000 full time, and 12,000 part time students. In addition, there are twenty-three evening high schools with a total enroll-

ment of 56,000. James Monroe High School, 172d Street and Boynton Avenue, is the largest school in the city, with an enrollment of 9,500, while Tottenville High School in the borough of Richmond, Yetman Avenue and Academy Place, is the smallest, with a registration of 975.

The average enrollment in a city high school is 6,000 with the present tendency toward smaller rather than larger schools. There are about 8,000 high school teachers in the system; their salaries range from \$2,148 to \$4,500 annually.

VOCATIONAL HIGH SCHOOLS

The twenty-four special vocational schools represent an advanced trend in New York public education. The need for them is apparent; about four-fifths of the graduates do not go to college, but enter business and the trades. More vital than the learning of Latin or Greek is the acquisition of skills which will help them find a job. Although vocational education costs New York more per pupil than academic instruction, vocational schools are an accepted part of the educational structure, and their number is increasing.

The basic problem is: What shall the vocational high school teach? Shall students be trained in general vocational skills, or prepared in a narrow field where employment might be unavailable upon graduation? The depression has narrowed occupational opportunities and industry seems to prefer to train its own apprentices. This is essentially an old problem—our colleges are still accepting thousands of students for premedical and pre dental training whom the professional schools will not admit. The determination of the New York administrators to meet this problem squarely shows that a pragmatic attitude prevails. The huge expenditure must be justified by results.

The practice of New York school authorities is to con-

sult industry and explore placement possibilities before introducing new vocational courses. The city also has an arrangement with various trade unions by which they agree to admit to their ranks graduates of the vocational high schools. Since union membership is essential in obtaining employment in many trades, this arrangement obviously benefits many high school graduates. Industry, too, is willing to cooperate with the Board of Education. Thus, the advisory board of the Central High School of Needle Trades, at 716 6th Avenue, includes both David Dubinsky, president of the International Ladies' Garment Workers Union, and Michael A. Miller, vice president of I. Miller and Sons, shoe manufacturers.

A pressing problem is the need for qualified vocational teachers. The purely commercial courses, longer established in the curriculum than the trade subjects, do not face this difficulty. The demand for trade teachers is relatively new, and the training process slow. Whereas in the academic field there are ten applicants for every teaching vacancy, the city is forced to use substitute teachers in the vocational schools because of a dearth of properly qualified regulars. The lack of vocational teachers may be traced largely to the scarcity of qualified experts who are proficient in their field and also possess a college degree with thirty-two semester hours of pedagogy.

That vocational schools are filling an ever-increasing position in the New York educational system may be illustrated by a few statistics. In 1930 these schools had a total enrollment of 6,194; by 1938 the enrollment had passed the 60,000 mark, and many applicants were being rejected because of inadequate facilities. A special report of the Vocational Department of the Secondary Schools, released in 1939, estimates that thirty new vocational high school buildings are needed immediately. The Director of the Vocational

High Division, Morris E. Siegel, declares that "The industrial trend is toward better trained workers. Industry has neither the facilities, organization, nor desire to train its own workers. It looks toward the State to undertake this job as part of its program of universal education. New York, the largest city in the United States, should point the way by providing the youngsters with the type of education they desire."

New vocational high schools are constantly being built. A \$3,500,000 skyscraper building, now being erected at 24th Street between 7th and 8th Avenues, will house the CENTRAL HIGH SCHOOL OF NEEDLE TRADES, at present in temporary quarters at 716 6th Avenue. This school, incidentally, is operated like a congeries of model factories. Its students even make the clothes they wear.

Another school which prepares workers for New York's garment industry is the MANHATTAN HIGH SCHOOL FOR WOMEN'S GARMENT TRADES, 129 East 22d Street. This girls' institution trains not only dressmakers and designers, but also offers a four-year course in beauty culture.

The STRAUBENMULLER TEXTILE HIGH SCHOOL, 351 West 18th Street, gives four-year courses in textiles which include intensive training in such branches of the industry as marketing, engineering, manufacturing, chemistry and dyeing, applied design, and costume design.

Preparing workers for the varied metropolitan industries requires a complex system of schools. Hence there are food trades high schools, metal work schools, domestic science schools, schools of industrial arts, of aviation, of auto repair, all equipped with excellent laboratories and work shops. The resultant product is a person who not only fits into a trade, but often develops skills which lift his work above mechanical excellence. For instance, the course in photography at the METROPOLITAN VOCATIONAL HIGH SCHOOL, James

and Oliver Streets, stresses the artistic aspects of the trade, and the Museum of Natural History recently held an exhibition of its students' work.

Similarly, the FOOD TRADES HIGH SCHOOL, 208 West 13th Street, prepares food dealers and handlers who are not only acquainted with the commercial aspects of the business, but understand the chemistry of foods. The curriculum includes: food trades and economics, food preservation, molds, yeasts, refrigeration, practical cooking, sanitary laws and government inspection. Courses in mathematics at this school deal with store management, including such things as pricing and inventories. Students may specialize in restaurant and cafeteria work, in the merchandising of meat, bakery, grocery, fruit, or dairy products.

The BROOKLYN HIGH SCHOOL FOR HOMEMAKING, 362 Schermerhorn Street, Brooklyn (a new building is under construction at Washington Avenue between President and Carroll Streets), combines general vocational training with specialized instruction in homemaking, nursing, cafeteria and tearoom management. The first year is devoted to exploratory courses which permit the student to center his interest on whatever phase of the work appeals to her most. In the sophomore and junior years more specific training is given, while in the senior year the student is required to major in one of four fields: doctors' assistant (including nursing), advanced homemaking, cafeteria, or beauty culture.

As would be expected, two schools which have enormous attraction for boys are the BROOKLYN HIGH SCHOOL OF AUTOMOTIVE TRADES, 325 Bushwick Avenue, Brooklyn, and the MANHATTAN HIGH SCHOOL OF AVIATION TRADES, at 220 East 63d Street, both of which are deluged with applicants. The aviation school maintains *Approved Repair Station No. 267*, as authorized by the Bureau of Air Commerce of the U.S.

Department of Labor. Courses in airplane mechanics, wood-working, metal work, fabric work, and engine work are offered. Most of the graduates are placed in some kind of job directly after completing the three-year course.

For the boy or girl who is interested in the decorative arts, New York provides the SCHOOL OF INDUSTRIAL ARTS, 257 West 40th Street. Among its courses are jewelry design and art metal, sculpture and stone carving, furniture design and graphic arts.

Vocational instruction is not confined to the vocational high schools. An ever-increasing number of positions for which business and industry do their own training are filled by pupils from the general and academic courses. Practically all of the general high schools give commercial courses which prepare these pupils for a wide variety of positions. In addition, several of the general high schools give courses which combine the development of special talents with a general cultural training.

The BROOKLYN TECHNICAL HIGH SCHOOL, DeKalb Avenue and Fort Greene Place, Brooklyn, prepares boys for colleges of engineering and architecture and for schools of applied science. It also prepares for direct entrance into technical work by means of special "unit technical courses" such as architecture and building construction, industrial chemistry, electrical science, machine design, testing and operation, structural steel construction, stage design and ceramics.

HAAREN HIGH SCHOOL, 10th Avenue and 59th Street, in addition to academic, general and commercial courses, provides instruction in industrial arts, covering mechanical and architectural drawing, automobile mechanics, electrical work and aeronautics for boys, and dressmaking, millinery, and novelty work for girls.

The WASHINGTON IRVING HIGH SCHOOL (girls), 40 Irving Place, in addition to the regular academic, general, and commercial courses has special courses in foods and dietetics, dressmaking, costume design, millinery, and industrial arts.

The BRONX HIGH SCHOOL OF SCIENCE, East 184th Street and Creston Avenue, Bronx, offers a four-year course in science and laboratory work for boys preparing for the professions. Leading museums and scientific agencies cooperate with the school to enrich the educational opportunities of its students. A recent innovation is a course in training museum assistants, given in cooperation with the Museum of Science and Industry and the American Museum of Natural History.

STUYVESANT HIGH SCHOOL (boys), 1st Avenue and 15th Street, offers a four-year course emphasizing science and mathematics. Its applicants are required to take special entrance examinations in mathematical reasoning.

HIGH SCHOOL OF MUSIC AND ART

Students with unusual artistic abilities have been provided with a school of their own. The purpose of the HIGH SCHOOL OF MUSIC AND ART, Convent Avenue and 135th Street, opened in 1936 at the suggestion of Mayor F. H. La Guardia, is not to graduate artists and musicians, but to provide students with a background for professional instruction. Applications for admission greatly exceed enrollment, the school having set for itself a maximum of 1,800 students. Musical aptitude tests are required for admission.

EVENING HIGH SCHOOLS

A large number of New York children are forced to leave school before receiving a high school diploma. For these students the city has provided twenty-three evening high schools with an enrollment of about 56,000, mainly housed

in regular high school buildings. Here men of fifty may sometimes be found sitting side by side with boys of fifteen. The evening schools present the same programs and maintain the same standards as the day schools, except that students are permitted to register for a limited schedule based on the amount of time they can devote to their studies. A number of evening school graduates enter college and eventually the professions.

CONTINUATION SCHOOLS

In New York State pupils over sixteen may leave school to take a position, but if they do so, they must attend continuation school for a half-day each week until they pass the age of seventeen. Since the depression, of course, fewer pupils have left school, and the continuation school appears to be a dying institution. Its attendance dropped from 70,000 in 1929 to 12,000 in 1938.

In the brief time allotted to each pupil, the continuation school aims at providing him with generalized vocational training. Since the students are often unhappily placed in industry, the schools attempt to provide training of an exploratory nature. Continuation school teachers are especially trained for their work.

INDIVIDUALIZING INSTRUCTION

All of these specialized schools alleviate to a certain extent the problem of instructing many boys and girls for whom the formal academic curriculum is unsuitable. Nevertheless, the problem of adapting the school to the adolescent is still acute. For one thing, vocational and special high schools can handle only a limited number of pupils. Formerly, by the time of entrance into senior high school, most of the mentally subnormal were eliminated from the system. But now there are, in addition to the subnormal, thou-

sands of students who require specialized instruction for specific educational handicaps.

At the other extreme is the bright student upon whose powers the school makes no real demands. Many of them have fallen into such indolent habits through the failure of the school to challenge their abilities, that they are content to do a minimum of work and barely push through the various grades. These pupils offer as great a problem as their duller brothers. A solution has been attempted by grouping them according to intellectual ability and personality characteristics.

REMEDIAL PROGRAM

In spite of special adjustment classes, high school retardation is still excessive, and extraordinary remedial work has been undertaken by WPA tutors. So successful have their efforts been that, it is said, the reading level alone of backward pupils has been raised one and one-half years. During the first six months of 1938, the WPA secondary school program handled an average of 6,500 pupils monthly in mathematics, the natural sciences, social sciences, and languages.

The Remedial Reading Project, which began in 1935 to attack poor reading habits which are regarded as the root cause of retardation, has since broadened out to include content studies as well. The WPA teachers, all college graduates, are required to complete a special course given by the Board of Education. They are then distributed among the schools, where they work with retarded pupils for three forty-five-minute periods weekly. In these classes, limited to three or four pupils each, the content is drawn largely from the general course of study, but the methods are specially designed to improve the specific skills in which the pupils are deficient.

As a result of this intensive training, pupils are taught not only scores of new words but proper language usage. Bad habits of vocalization and lip, head and finger movements are often virtually obliterated. There is evidence, too, that gains have been made which are not measurable by standardized tests, such as improvement in personality and general attitudes toward school, greater neatness, and pride in achievement. Summer courses were given in 1938 by the High School Remedial Project to 9,300 students who failed one or more courses the previous year. More than forty-five percent of them passed their examinations and were given credit for the course the following September.

In February 1938, the Board of Education, which had previously only supervised, sponsored, and directed the work of the WPA teachers, initiated a program of its own, known as the Remedial Program for Secondary Schools. At that time the 20,000 students entering high school were given standardized reading tests and the 5,000 who were found to be one or more years below grade were organized into special remedial English classes of not more than thirty each. This is one of the first examples of wholesale remedial work undertaken in a public school system.

Numerous other adaptations have been made to individual needs. In 1934, James Monroe High School inaugurated a four-year non-diploma practical arts course for students unable to do regular high school work. While still in an experimental stage, its general purpose is to inculcate broad vocational skills. A certificate of graduation is awarded on completion of the course.

HONOR SCHOOLS

The provision of special instruction for students of pronounced abilities is a fixture in New York high schools. In such schools as Evander Childs, DeWitt Clinton, James

Monroe, Julia Richman and Gouverneur Morris, there are Honor Schools consisting of special courses to which only pupils attaining a fixed average—usually about seventy-five percent—are admitted. In most cases honor school enrollment is about one-tenth of the total.

Honor students are carefully supervised, but are permitted to work and study under far less rigid conditions than pupils in regular classes. Their courses are much more difficult and cover a greater range of topics. While these students are permitted to specialize in subjects best suited to their abilities and temperaments, they are also expected to do considerable supplementary reading.

HONOR CLASSES

Many schools have "honor classes" in separate subjects which allow the proficient student time for related supplementary work. Typical of such courses is Creative Writing, in which recitation requirements are reduced to a minimum and students are allowed to write whatever they choose. These literary efforts are sometimes published in book form. Boys HIGH, 832 Marcy Avenue, Brooklyn, for example, has issued an *Anthology of Student Verse*. This school, incidentally, is still largely a college preparatory institution, emphasizing rigorous academic training.

For students interested in the theater, several schools offer courses in dramatic history and stage practice. There are also elocution classes in which honor students are given an opportunity to conduct forums. In economics, honor classes go beyond the usual topics; labor problems, social security legislation, railroads, insurance, taxation, and money and banking are discussed in a manner which compares favorably with college practice.

The honor schools and classes do not, as lay critics sometimes conclude, benefit the talented student at the expense

of the average. If anything, the brighter pupils are the forgotten men of our educational structure. Both bright and dull derive benefit, however, from the honor method. The talented student competes with and is stimulated by daily contact with his peers; while the student of average attainments is not, as a rule, hindered by his pace-setting classmates. Although firmly established, the honor system is relatively new and deserves a longer trial before its results may be fairly evaluated.

GUIDANCE

Guidance is one of the most significant trends in the pupil-centered high school, whose students face the problem of making purposeful educational and vocational plans, and need expert help. The bewildering array of courses by which they are confronted and the system of free electives make necessary the assistance of advisers who can interpret the offerings to them.

The old "grade adviser" method, despite its many limitations, fulfilled the guidance needs of a former day. The grade adviser had classes to teach in addition to counselling duties and was untrained in the techniques of guidance which have been rapidly developing. To a limited extent grade advisers are being supplanted in New York City by trained counselors.

Counselling at present emphasizes the objectives of educational planning, but here and there a student coming to the counselor for educational guidance also receives vocational advice. Frequently difficulties at home are adjusted and part-time jobs found. As yet the counselor-pupil ratio for the city is inadequate, but since guidance based on sound data and methods is eminently proving its worth, provision is being progressively made for more adequate

advisory service. A number of schools have room advisers; in several schools counselors teach classes in occupations.

The JULIA RICHMAN HIGH SCHOOL (for girls), 2d Avenue and 67th Street, offers a typical example of guidance in the senior high schools. There are freshman, sophomore, junior and senior class advisers; two placement and vocational counselors; a teacher in charge of intelligence tests; another in charge of scholarships; and a general adviser.

The SAMUEL J. TILDEN HIGH SCHOOL, Tilden Avenue and East 57th Street, Brooklyn, represents a unique experiment in the organization of a guidance service staffed by full-time, trained counselors who integrate all the guidance work of the school by acting as a centralizing as well as a decentralizing agency. The work of the service has been reported annually, and the reports are available at the Board of Education.

MENTAL HYGIENE

Mental hygiene principles are slowly but surely becoming part of the daily activities of the New York high school. Teachers make an effort to avoid arousing undesirable tensions in their pupils and view classroom problems sympathetically and objectively. Emotional and behavior difficulties which are beyond the range of the counselor are referred to the Bureau of Child Guidance or school psychologists. Mental Hygiene Committees, which consist of regular teachers who devote their spare time to the work, attempt to deal with minor cases of maladjustment. A unique step toward more adequate mental hygiene therapy is the recently organized Medical Advisory Council of the BROOKLYN HIGH SCHOOL FOR SPECIALTY TRADES, Flatbush Avenue Extension and Concord Street, Brooklyn, which consists of twenty-six doctors who have volunteered their services free of charge. The council not only gives free medical service

to students unable to pay, but also offers psychiatric treatment.

EDUCATION FOR LIFE

On the whole, New York is attempting to adapt the school to the child, rather than the child to the school. This attitude is manifest not only in the special and vocational schools, but it has permeated the entire secondary system. No longer do the schools feel that their sole duty is to develop the mind. They are interested in the complete personality, in the moulding of individuals who can function successfully in a highly competitive society.

Two general trends in this direction are evident. First, the drift is away from knowledge for its own sake, and second, the New York high schools have broken with the traditional curriculum and are experimenting freely with new courses and methods. The latter tendency may be observed, for instance, in a course in social forms, given at several schools. This subject covers manners, introductions, dances, and invitations, and although a minor feature in a great educational system, it is a significant indication of what the term "adolescent-centered" school means to New York educators.

Within the standard curriculum itself many progressive changes have taken place. Health education has discarded the military-like drills and become socialized play. Art and music courses stress the development of interests rather than the acquisition of meaningless erudition. Perhaps the greatest change has occurred in the study of history. Dates and details of battles have been replaced by a study of the development of civilization, consideration of social problems and responsibilities of citizenship.

There is a strong movement in the high schools to make club periods a curricular rather than extra-curricular ac-

tivity, because clubs are important to the intellectual as well as the social development of the student. Through them he can explore his interests without submitting to classroom routine. Because of lack of space, there is difficulty in assigning rooms to the numerous clubs during regular hours. In fact, overcrowding is serious in the high schools.

Today, the New York secondary school represents an experimental rather than a well-defined system. Its goal is to graduate boys and girls who are good citizens and competent workers, conscious of the problems of the present and aware of the heritage of the past.

Chapter II

PRIVATE ELEMENTARY AND SECONDARY SCHOOLS

I. PREPRIMARY EDUCATION

PREPRIMARY EDUCATION as at present conceived includes both nursery and kindergarten training. Where the terms "nursery" and "kindergarten" are retained by the schools, the nursery caters to a younger group (generally from two to four years of age), than the kindergarten. The kindergarten usually takes children from the ages of four to six. These distinctions are not rigidly adhered to and many institutions use the terms interchangeably.

To say that free nurseries and kindergartens are essential institutions in a democratic society is axiomatic. The arguments advanced in 1890 by Richard Watson Gilder, president of the New York Kindergarten Association, are still valid. "It is hardly any longer necessary," he said, "to give labored reasons why free kindergartens should exist; the question which presses upon us in this community and at this moment is, why do they not exist here in greater numbers. . . ? For this is true beyond peradventure: Plant a free kindergarten in any quarter of this old crowded metropolis and you have begun then and there the work of making better lives, better homes, better citizens, and a better day."

Many private schools maintain a preprimary department. Among the outstanding fee-charging institutions of this

kind are the HARRIET JOHNSON NURSERY SCHOOL, 69 Bank Street, conducted by the Bureau of Educational Experiments, and the CHILDREN'S HOME SCHOOL of the Child Education Foundation, 535 East 84th Street. Many churches, like the Riverside Church, 490 Riverside Drive, conduct weekday nursery schools which appeal mainly to members of the congregation. Tuition in this group averages about \$200 for the school year.

Hundreds of free nursery centers, scattered throughout the city, are maintained by philanthropic associations. Some of the latter have been in existence since the nineteenth century. The New York Kindergarten Association, 522 West 42d Street, supported by membership fees and voluntary contributions, has in the fifty years of its existence cared for approximately 40,000 children. At present it conducts twelve kindergartens and nurseries where 400 children are enrolled. The association believes that its main function is to encourage the state to provide preprimary education; hence its kindergarten is closed whenever a public institution is opened in the same neighborhood.

The Brooklyn Free Kindergarten Society, 287 Schermerhorn Street, is a similar organization. Its policy is to provide prekindergarten education for children in the needy communities of Brooklyn. Its ten centers are non-sectarian and open to any child between two and five years of age who wishes to attend. Special emphasis and care are given to the guidance of mothers. The society was organized in 1891 and in its forty-eight years of existence has served thousands of families. The work is financed by annual contributions from individuals and by the interest from an endowment fund.

Cooperative nurseries, conducted by the mothers themselves, are springing up throughout the city. The COOPERA-

TIVE NURSERY SCHOOL, housed in the Hudson Guild, a settlement house at 436 West 27th Street, believes that its purpose is mother-training as well as child-training. Each mother spends one day a week as a nursery school teacher.

The WPA maintains about a dozen nursery units in Greater New York, most of them in settlement houses. They attend primarily to the needs of families in the low income group or on home relief. A complete physical examination is provided upon entrance and a constant attempt is made to remedy physical handicaps. Each child is given a balanced noonday meal.

In addition to working directly with children, the WPA nurseries reach into the home through the Parent Education Program of the Adult Education Project. Parents are taught proper methods of child care and efficient home supervision through individual conferences, group meetings, and home visits.

2. ELEMENTARY AND SECONDARY EDUCATION: MAINLY COEDUCATIONAL ¹

ONE OF THE BEST-KNOWN of private schools is the LINCOLN SCHOOL of Teachers College, founded in 1917 "as a protest against formalism and tradition." It first occupied an old building at 646 Park Avenue, moving into the present structure at 425 West 123d Street in 1922. Beginning with an irregular distribution of grades, the school now takes its 500 students from nursery age (three years) through senior high school. All divisions are coeducational.

The Lincoln School calls itself an "experimental school," but it is experimental mainly in the sense that the curriculum is not fixed, but is constantly rebuilt by children

¹For a complete list of private schools in New York consult Porter Sargent's *Handbook of Private Schools*.

and teachers working together. In the elementary division, the core of the curriculum consists of "large units of class work which draw upon many phases of experience and make use of all kinds of subject matter." The disparate subject matter curriculum of the public schools is thus done away with, and children acquire the basic skills and ideas while working on an enterprise which is immediately meaningful to them. A typical unit of work undertaken by six-year-olds, for example, is "A Study of Community Life" which involves the building of a play city. Eleven-year-olds may elect to study communication, with emphasis on radio and the underlying science.

In the high school division, learning by doing is also the objective and an attempt is made to unify the varied subjects within a meaningful whole. An acquaintance with the social sciences is acquired by permitting each grade to study a segment of civilization. The older students may elect specific courses.

From kindergarten upward the child is encouraged to express himself creatively. Children write plays; act in them; compose lyrics and music. In general, the arts are integrated with other work, and the main emphasis is on the development of creative skill rather than the immediate merit of the work done.

Tuition rates vary from \$250-\$350 in the nursery school to \$500 in the high school.

The HORACE MANN SCHOOL, also connected with Teachers College, was established in 1887. Until 1915 the school was coeducational in all its departments. In that year, the high school was divided and the Horace Mann School for Boys came into existence, with separate buildings and campus in Riverdale (see page 48).

There are now three divisions of the Horace Mann School

at Broadway and 120th Street: two kindergartens, one for four-year-olds and one for five-year-olds; a coeducational elementary school of six grades; and three-year junior and senior high schools for girls.

Under the "Horace Mann Plan for Teaching Children" the function of the school is to create an atmosphere conducive to individual growth. There can be no fixed formula for developing all children to their fullest capacity; the best atmosphere for educational growth comes from respect by the teacher for the child's individuality.

In the light of these principles the school aims to develop four fundamental powers:

(1) *The Power to Know.* Each child should possess worthwhile knowledge of the past and present.

(2) *The Power to Do.* The school subscribes to the philosophy of "learning by doing." It believes that the educative process is an active, not a passive experience. The interests of children are powerful incentives to learning and one of the principal functions of a teacher is to guide these interests and help create new ones. It believes that every child has some creative ability; hence, activity and manipulation as expressed in art, music, physical action, and social organization play a large part in the school's program.

(3) *The Power to Think.* From the very beginning children are encouraged to think for themselves. The school endeavors whenever possible to substitute knowledge and scientific evidence for prejudices and guessing and to help children formulate well-balanced opinions. It teaches the child to test his own thinking and that of his group.

(4) *The Power to Feel.* The school accepts as its responsibility the building of ethical attitudes. Some conception of life and the flow of civilization; a knowledge of power, its usefulness and destructiveness; an appreciation of the peoples of the world and their contributions to civilization—

these are some of the concepts with which the school is concerned in developing its children.

Tuition fees are from \$300 to \$500, depending on the grade level.

In 1878, Felix Adler, founder of the Ethical Culture Movement, established a free kindergarten for children of working men. This became the foundation for the Ethical Culture schools which have served as models for similar institutions in many European countries. The Ethical Culture schools comprise a MIDTOWN SCHOOL, 33 Central Park West, housing a nursery, kindergarten, and elementary school, and the FIELDSTON SCHOOL, Spuyten Duyvil Parkway and Fieldston Road, Bronx. The latter includes the Fieldston lower school, another elementary unit, and the Fieldston school proper.

The basic principle of the Ethical Culture schools is a belief that the "hidden treasure in the minds and hearts of children" must be discovered and developed. On the one hand, each child should be permitted to develop his unique characteristics; on the other hand, he must be trained to live in a democratic society. In order to fulfill this ideal, the schools admit one-fourth to one-third of their students on a free, or partially free basis, thus bringing together children of different economic levels and social strata. For those who can pay, the tuition ranges from \$320 to \$500 in the elementary schools to \$650 in the high school. All classes are coeducational.

As in most private schools, the elementary division comprises six grades. Here, while the subject matter curriculum is retained, the daily program is flexible and both the curriculum and pedagogical methods undergo continuous alteration.

Situated on a wooded eighteen-acre tract, the seven build-

ings of the Fieldston school, with laboratories, workrooms, and specialized libraries, offer unusual facilities for instruction. Here, too, the development of individual aptitudes is stressed and knowledge is acquired not by precept but by doing. On entering the upper school, the student chooses a major field of interest which determines the content of one-fourth of his class time; the remainder falls into related fields. The Fieldston plan not only permits a student to prepare for professional work by developing a special field of interest, but allows him to approach his general and college-preparatory studies through that interest.

Miss Helen Parkhurst, head mistress of the DALTON SCHOOLS, 108 East 89th Street, originated a method of education which schools here and in England have successfully applied. The Dalton plan is based on freeing school schedules and setting aside large blocks of uninterrupted time which pupils are taught to budget or distribute for their individual needs. If history is easy and mathematics hard, a child arranges his schedule accordingly, and responsibility for daily planning rests upon his shoulders. A plan is made for one day, followed and reported upon the next morning at "organization time," a period in which plans are compared and checked.

The Dalton schools believe that habits fostered by the traditional school are largely discarded in later life, and that it is the function of the progressive school to equip the student with habits which will aid him in adult adjustment. Hence the Dalton plan provides every boy or girl with a job to be done, and with experts to aid him in completing the task, permitting pupils to grow in the acceptance of responsibility.

As in other progressive schools, a strong attempt is made to integrate the various fields of study. In the high school,

fifty percent of the student's time is devoted to the integrating program, a course of studies woven around dominant cultural ideas. The other half is allocated to work in specific subjects. Each student is also expected to spend some time in the study of fine arts.

In addition to nursery classes, there is a junior primary class for five-year-olds; primary classes for the first three grades; an elementary department of three classes; a junior high school of two classes; and a four-year senior high school (for girls only). The school is coeducational through the eighth grade or second form. Boys are prepared for third form of the regular preparatory and boarding schools.

THE LITTLE RED SCHOOL HOUSE, 196 Bleecker Street, is the outgrowth of an eleven-year experiment conducted by the Public Education Association in the New York public schools. It became an independent organization in 1932, but still believes that its major function is to contribute toward the solution of public school problems. For this reason it attempts to approximate public school conditions by working with a heterogeneous group of children in large classes.

The Little Red School House strives for a cooperative atmosphere rather than the competitive atmosphere of the orthodox classroom. There are no marks or awards. Study is based upon individual research and conferences, rather than recitations in class. For the first three years the curriculum consists largely of an exploration of the non-school environment through excursions. This first-hand knowledge is supplemented in the higher grades by more formal work and by the use of community resources such as museums and libraries.

Two distinct features of the program are the emphasis on acquiring facility in spoken language before reading techniques are learned, and the postponement of formal aca-

demio work until the second grade. The value of this method is shown in studies which demonstrate that reading comes easier to the child if taught in the seventh or eighth year rather than earlier. An essential part of the school program is the June country camp.

Children from four to thirteen years of age are admitted. Tuition is low, \$150 a year.

The experimental CITY AND COUNTRY SCHOOL, 165 West 12th Street, was established in 1914 as the Play School. It takes pupils from the ages of three to thirteen, divided according to chronological groups rather than grades. The City and Country School believes that the best avenue of approach to the child's learning capacities up to the age of eight is through his play interests. Hence an attempt is made to turn natural play tendencies into purposeful activity within the child's range of comprehension.

After the age of eight, as the child becomes more interested in imitating adult occupations, various projects are introduced, such as sewing, cooking, and industrial arts. The program for thirteen-year-olds includes formal subject matter, in order to meet high school requirements. Centers of interest range from the relatively unorganized block building of the three-year-old to the highly socialized project activities at the upper levels.

Each group above the age of seven has a definite job for which it receives payment. Thus, the eight-year-olds run the school post-office; the nine-year-olds, the supply store; while the ten-year-olds do hand printing. The job not only provides an opportunity for social intercourse, but offers opportunities for learning basic skills. For example, the need for accurate spelling is obvious to the child printer, while the tot who acts as clerk finds he must know the arithmetic table. The ordinary subject matter of the formal schools—

such as history, geography, science, and literature—is included in the program, but instead of being isolated is related to the job for each group.

Tuition fees range from \$275 to \$550.

The FRIENDS SEMINARY does not attempt to inculcate any particular doctrine in its charges, trusting in impartial discussions to bring the truth to light. While not devoted to any rituals, it believes that the religious spirit is universal in man and that its essential characteristic is a feeling of kinship with a universal power. The school sets aside short periods for silent reflection in order to encourage this feeling. It is located at 226 East 16th Street.

The elementary school of six grades arranges its curriculum in central units of work. The junior and senior high schools are departmentalized. All divisions are coeducational; fees range from \$250 to \$500 a year.

In 1915, when the Speyer School, the original experimental unit of Teachers College, was closed, Bertha M. Bentley, a member of the faculty, founded the Social Motive School where she could experiment with educational techniques. In 1926 the name was changed to the BENTLEY SCHOOL, now located at 48 West 86th Street.

Here the usual activity methods of progressive education are followed in an all-day program which includes an hour and a half outdoors daily. In addition to fine creative work in art, industrial arts, music, rhythms, literature, and dramatics, a high standard is maintained in all academic subjects. Standard tests are given at regular intervals. Whereas many schools begin the teaching of French in early primary grades, the school inaugurates the study of this language in kindergarten.

Bentley carries the child from kindergarten to college. Tuition fees range from \$225 to \$400 a year.

The WALDEN SCHOOL, 1 West 88th Street, was founded in 1914 as a nursery school, and has expanded to include the high school years.

This institution has been one of the pioneers in the movement that seeks to shape education to fit the individual and elicit the subtle phases of his personality. To this end, an informal atmosphere is provided, where continuous meaningful activity is the keynote. The belief of the Walden educators that happy children naturally want to learn is borne out by the fact that Walden pupils equal or surpass general standards in achievement tests.

The Walden system makes a sharp break with traditional education. In this plan the standard subjects are evaluated in terms of the child's perspectives and needs. As the child progresses and develops efficient habits of work, an informal approach to school work is supplanted by an organized curriculum. By the time they are of high school age, pupils are able to conduct systematic research. Thus, subject matter becomes a tool rather than an end in itself. For example, the mathematics-science course in the first year of high school combines algebra with work in radio and television. The rôle of mathematics as a tool is thereby made clear. Similarly physics is studied in the junior testing laboratory as an analytical tool.

A majority of Walden pupils pay a reduced tuition or enter via scholarships. Tuition is from \$310 to \$625 a year.

3. SCHOOLS PRIMARILY FOR BOYS

THE HORACE MANN SCHOOL FOR BOYS was originally a part of the Horace Mann School, established in 1887 as a department of Teachers College of Columbia University. In 1914 the school for boys was set apart from the parent institution, and transferred to a new location on West 246th

Street, New York City. The Horace Mann School for Boys pursues a program designed to lead to a rounded educational experience as well as admission to colleges of the first rank. Emphasis is laid upon thoroughness and individuality of instruction, while every encouragement is given to the creative impulse which the school feels is present in every normal boy.

Horace Mann is organized on a junior-senior high school basis, with three years in each division. Tuition for the day pupil is \$500 a year.

RIVERDALE COUNTRY SCHOOL FOR BOYS, Riverdale-on-Hudson, New York City, founded in 1907, is a college preparatory boarding school with a day department, situated in a rural setting on the outskirts of, but relatively near, the heart of the city. Riverdale includes three divisions: the lower school (fourth, fifth, and sixth grades); the middle school (seventh and eighth grades); and the four-year upper school.

The upper school offers both classical and scientific courses. The middle school curriculum is enriched by manual training, art, and music as required subjects. During the summer, the school arranges bicycling trips abroad partially financed by an annual Town Hall choral concert. The school glee club has toured Europe several times.

Tuition and board are \$1,300 per annum; for day students, the fee is \$550 in the lower school, \$650 in the middle and upper schools. There are four full-tuition scholarships, and twenty that pay partial tuition.

The NEIGHBORHOOD SCHOOL, founded in 1922, is situated on the grounds of the Riverdale Country School for Boys, and is conducted under the same board of trustees and general educational policy as the latter. It provides training for very young boys and girls from prekindergarten through

the third grade. When they are ready for the fourth grade, the boys come into the Riverdale Country School for Boys. The girls go into a division of their own for training in the fifth and sixth grades; when they are ready for the seventh grade they transfer to the Riverdale Country School for Girls.

The Neighborhood School strives to give the child a feeling that school is a natural, happy part of life, like home and other friendly experiences. Tuition fees start at \$200 for the prekindergarten and rise to \$475 for grades four, five, and six.

In 1938 the BROWNING SCHOOL, 50 East 62d Street, celebrated its fiftieth anniversary, having been organized in 1888 by the late John A. Browning with a class which totaled four boys. In 1900 the enrollment had reached one hundred, and Mr. Browning set this number as the limit beyond which he was not prepared to go. In 1922 the school moved into its present modern quarters.

The Browning plan of instruction, while strongly on the traditional side, aims at developing a rounded personality, capable of using both hand and head to full advantage. For example, at a time when manual training was neglected in elementary education the Browning School made it a requisite in the lower grades and installed a well-equipped workshop. Some quality of the art training, for instance, can be gathered from the fact that the murals at the school are mainly the products of its pupils. The school admits boys from preprimary through high school.

The COLLEGIATE SCHOOL, 241 West 77th Street, is directly descended from the Collegiate School (associated with the church of that name) founded by the early Dutch settlers in Manhattan more than 300 years ago. This tradition is reflected in the name of the year book, *The Dutchman*.

The Collegiate School is a "prep" school of high rank. It offers a standard twelve-year academic program with an additional preschool year, divided into lower and senior schools. In the lower school the work centers around a social science core. Art and manual training are prescribed subjects in all grades below the senior school.

Entrance requirements include a standard intelligence test. Tuition fees range from \$200 to \$500 a year.

On a twenty-five acre estate in Brooklyn, overlooking New York Bay, at 7th Avenue and 92d Street, stands the POLYTECHNIC PREPARATORY COUNTRY DAY SCHOOL, which was once the academic department of Brooklyn Polytechnic Institute (see page 149).

It includes a lower school (comparable to the fifth and sixth grades of the public school), a middle school, embracing two junior high years, and a four-year senior high school. Thus boys may enroll as early as ten years of age.

Enrollment is limited to 450. Tuition is \$450 in the lower school, and \$500 in the middle and upper schools. Practically all its graduates enter college.

The COLUMBIA GRAMMAR SCHOOL, 5 West 93d Street, was founded in 1764, and was the first non-sectarian school in New York City. It includes a coeducational kindergarten, and a primary school and high school for boys only.

Columbia operates on an all-day plan, occupying the student's time from 8:30 in the morning to 5:00 in the afternoon. The program is devised to include the following: classroom recitations, physical training, work in arts and crafts, and supervised study. Tuition is from \$200 to \$600 a year. Several scholarships are available.

Among distinguished graduates are Felix Adler, Dr. John Erskine, Dr. Hamilton Holt, George A. Peabody, and George Haven Putnam.

GRACE CHURCH SCHOOL, 10th Street and Broadway, was founded in 1894 by Grace Church to provide academic instruction for choir boys. It was not until 1934 that others were admitted. The school now consists of three divisions: the junior school, including grades one to four; the middle school, grades five and six; and the six-year senior school.

Grace Church School emphasizes a thorough academic training and the development of Christian character. The 1938 enrollment was seventy-four boys, all from New York and the vicinity. Yearly tuition is \$250 in the junior school, \$300 in the middle school, and \$350 in the senior school.

Founded in 1709 under the auspices of the Venerable Society for the Propagation of the Gospel in Foreign Parts, TRINITY SCHOOL has been in continuous existence for 230 years. It moved to its present site, 139 West 91st Street, in 1893.

Trinity (an Episcopalian institution) is a day school for boys, organized on the twelve-year country day school plan—a lower school of eight years and a four-year high school. In keeping with its origin and history, education at Trinity lays emphasis on the moral and religious side as well as on high scholastic standing. Yearly tuition in the lower school ranges from \$250 to \$350; in the high school it is \$400.

The MCBURNEY SCHOOL, 5 West 63d Street (the West Side YMCA) consists of a lower school (fourth to the seventh grades) and an upper school which includes the eighth grade and four high school years.

The curriculum in the upper school, besides the usual college preparatory courses, includes a two-year prescribed and a one-year elective sequence in occupation which intensively surveys the vocational opportunities open to men. An endowed institution, McBurney offers excellent equip-

ment for extra-curricular activities—two swimming pools, a little theater, a library, and numerous workshops.

The school's shops provide facilities for "tryouts" of various technical operations in the highly skilled trades. This guidance is augmented by the personal counselling service, supervised by the school psychologist. Students are expected to elect at least two courses in Christian theology and history. Tuition ranges from \$275 to \$325 a year.

The FRANKLIN SCHOOL, 18 West 89th Street, was founded in 1872 as the Sachs Collegiate Institute. The name was changed in 1912. Among its leading graduates are Gov. Herbert A. Lehman, Henry A. Morgenthau, Jr., Lawrence Steinhardt, Walter Lippmann, and the late Jesse Straus.

An eleven-year course is provided, from the primary grades through the high school. In addition to the academic course there is a commercial department. A complete program of recreational activities for all classes is offered.

The school is fully accredited. Eighty percent of its graduates in the last ten years have entered college.

Tuition is \$300 for the primary department, \$450 for the intermediate department and \$600 for the junior and senior high schools.

4. SCHOOLS PRIMARILY FOR GIRLS

THE GARDNER SCHOOL, 154 East 70th Street, founded in 1858, offers a range of courses from kindergarten through junior college. There are upper and lower schools of six years each, and a two-year liberal arts junior college. Gardner also offers a secretarial course of one or two years. There are dormitories for girls of high school and college age.

The upper school offers two basic programs—college preparatory and general academic, the latter for girls who do

not intend to go to college. In addition to full-course students, girls are accepted for a year of intensive review in preparation for college entrance board examinations.

The two-year collegiate course includes required courses in creative English, literature, foreign languages, and elective courses in astronomy, art, music, social and natural sciences, home economics, interior decoration, and dramatics. Original creative work is stressed throughout.

The BREARLEY SCHOOL, founded in 1883 by Samuel Brearley, is housed in its own building at 610 East 83d Street. Brearley offers the regular twelve-year course, and is strictly a college preparatory school; it conducts, in addition, two nursery classes in a nearby apartment house. There are the customary divisions of lower, middle and upper schools. No dormitories are maintained, but arrangements are made for boarding with private families of good repute. Admission to this institution is on a selective basis, applicants being required to take a written examination, and to submit the names of three sponsors known to the board of trustees.

The traditional subject-matter type of curriculum is followed in all divisions, with the exception of art and music. There is also an unusual flexibility of program, adapted to individual needs and interests. Much remedial work is done with younger children, and the older girls have a wide choice of subject matter in planning their courses. Tuition at Brearley, one of the more expensive schools, ranges from \$400 for Class I to \$800 for Classes VII to XII.

The SCOVILLE SCHOOL, 1008 Fifth Avenue, for girls of high school and college age, was established in 1882. It offers three types of education: college preparatory, academic, and postgraduate. The academic differs from the college preparatory course in the greater provision for electives. The post-

graduate course is equivalent to that given by a junior liberal arts college.

Every girl in the high school is encouraged to select a vocation, and to this end a course in orientation has been instituted which surveys the fields open to women. Courses are offered in journalism, dramatics, applied art, art appreciation, and interior decoration.

Admission to Scoville is based on academic achievement and social references. There are no formal entrance examinations. Rates begin at \$350 for day students. Residences are arranged for older girls. A few scholarships are available.

The RIVERDALE COUNTRY SCHOOL FOR GIRLS, Riverdale-on-Hudson, New York City, founded in 1935, is a college preparatory day school, situated on the Hudson River opposite the Palisades. The school offers six years of training, beginning with the seventh grade. Diplomas are awarded in college preparatory subjects and in music and art. Special emphasis is laid on outdoor life and sports. Tuition for all classes is \$600.

The Riverdale Country School for Girls is conducted as a non-profit making institution under the same board of trustees and general educational policy as the Riverdale Country School for Boys.

The TODHUNTER SCHOOL, 66 East 80th Street, possesses the distinction of having Mrs. Franklin D. Roosevelt, who taught there for many years, as associate principal. It is divided into junior and senior schools. The junior school covers the eight years of grammar grades. The senior school offers both a college preparatory and general course. Junior school and general course students are required to take an hour and a half of art instruction each week.

The question of what kind of clothing the girls may wear—always a problem in schools of this type—is settled by

requiring (as elsewhere) that each student wear a uniform. No jewelry, except for a wrist watch and simple pin, is permissible.

Tuition begins at \$350 and rises \$50 a year to \$700. Special art and music instruction is provided at additional fees.

MISS HEWITT'S CLASSES, at 68 East 79th Street, is for girls between the ages of four and eighteen. The lower school has a subprimary group and six grades, and follows a standard course in the elementary school subjects, including creative and industrial art as well as French.

In the upper school, Classes VII through XII, students may take either the broad general course or the college preparatory course. Emphasis is given to languages, literature, history, art and science. In these courses and in the economics and current events courses, the class work is supplemented with lectures, field trips, and visits to museums and galleries in the city. The students may participate in such extra-curricular activities as athletic, dramatic, literary, and art clubs.

Tuition for the day school is from \$300 to \$750. A boarding department limited to eight girls is maintained adjacent to the school.

The PACKER COLLEGIATE INSTITUTE, Joralemon and Livingston Streets, Brooklyn, takes girls from kindergarten through junior college. Packer has the advantage of providing an unusual range of elective subjects in the secondary division, comparable to the offerings of a large public high school. In addition to the academic course, students may elect a general course with specialization in one of three fields: art, science, or history. A five-year secondary course is offered for those wishing to extend their training an extra year.

The junior college covers the work of the first two years of the usual cultural college with an opportunity for specialization in art. Graduates transfer to leading women's colleges and universities.

Tuition is more moderate than at most private schools; there are twenty-five free tuition scholarships. The fees are \$100 in the preschool department, \$150 to \$335 in the elementary division, and \$375 in the academic and collegiate schools.

The SPENCE SCHOOL, 22 East 91st Street, is a day and boarding school, taking girls from kindergarten through high school. The secondary school division offers a college preparatory and general course.

Spence was established in 1892, moving in 1929 to its present quarters overlooking Central Park. Tuition for boarding students is \$1,800 to \$2,200; for day pupils, \$300 to \$700.

The SEMPLE SCHOOL is a modern secondary school, founded in 1898, and now housed in a distinctive building of Italian Renaissance style at 351 Riverside Drive. Semple offers a four-year college preparatory and general course, and a two-year postgraduate course. There is also a two-year special course, providing a background of academic subjects with specialization in music, art, dramatics, languages, dancing, interior decoration, costume design, secretarial work or household arts. The school maintains a country estate in Westchester County for outdoor sports and week-end activities.

Tuition and board are from \$1,500 to \$1,600. Day students in the regular courses pay from \$500 to \$600; students taking the special course pay varying fees.

The CHAPIN SCHOOL, 100 East End Avenue, established in 1901, admits girls from the ages of six to eighteen. It pro-

vides both general and college preparatory courses. The complete course covers twelve years. Chapin is one of the larger private day schools, with an enrollment of 380 students. Tuition is \$400-\$700. There are a number of scholarships.

The FRENCH SCHOOL, 903 Park Avenue, is an exclusive finishing school, with a faculty of twelve and a student body of seventeen; its fees are \$1,800 a year for board and tuition. It offers a one- or two-year course in the French language and culture. Instruction is also furnished in English, music, and art. The facilities of the Alliance Française and the French Institute are utilized. Operas, concerts, and lectures form an integral part of the academic program. Like most New York schools of its kind, it is housed in sumptuous quarters.

The SHORE ROAD ACADEMY, 9249 Shore Road, Brooklyn, is the only country day school for girls in that borough. The academy was founded in 1924 and until 1933 only girls were admitted; since the latter date the preschool and the primary school have been open to boys. It is situated on beautiful grounds overlooking the Narrows.

The school consists of four divisions—the primary and preprimary unit, the lower school, the junior school, and the senior school. While the junior and senior schools are college preparatory, the curriculum of the lower school is quite flexible; projects of the type commonly used by progressive schools are employed.

Tuition varies from \$125 in the preschool to \$550 in the senior school. The Shore Road Academy is non-sectarian.

The ACADEMY OF MOUNT SAINT VINCENT, founded in 1847 under the patronage of Rev. John Hughes, the first Archbishop of New York, is one of the pioneer Catholic schools for girls in the country. It is conducted by the Sisters

of Charity, and occupies a magnificent site at 261st Street and Riverdale Avenue.

The preprimary department includes a kindergarten class. The lower school covers six years. Here, in addition to the usual elementary studies, instruction is given in French, art, dancing, singing, and swimming. The junior school comprises two years of work, equivalent to the seventh and eighth grades of public elementary school.

The senior school offers a college preparatory and an academic course, the latter designed for those who wish to terminate their schooling with high school graduation. Religion is studied for one-half hour daily throughout the four years.

5. MISCELLANEOUS SCHOOLS

THE LYCÉE FRANÇAIS DE NEW-YORK, 3 East 95th Street, a coeducational institution, was founded in 1935 to provide the traditional French training for both French and American children. It is the only school of its kind in the country, offering a complete elementary and secondary school education as preparation for the French baccalaureate examinations, which may be taken either here or abroad, although the courses also meet the entrance requirements of American colleges.

The regular courses admit only French-speaking children from the age of six to eighteen. Children who cannot speak French are given special training preparatory to admission to the regular courses. The eleven-year program emphasizes languages, history, geography, and mathematics; philosophy is offered in the final term. In addition to the official French secondary curriculum, the Lycée Français teaches English composition and literature, American history and civics.

The NEW YORK PREPARATORY SCHOOLS, with an enrollment of 42,000, is the largest system of private schools under a single administration in New York City. The following institutions are included:

DWIGHT SCHOOL, 72 Park Avenue; BROOKLYN ACADEMY AND BROOKLYN ACADEMY EVENING HIGH SCHOOL, Montague and Henry Streets, Brooklyn, and the NEW YORK PREPARATORY SCHOOL, 72 Park Avenue (evening). All divisions of the system, except Dwight during the period from September to June, are coeducational. The tuition fee in the day schools averages \$300, in the evening, \$15 a course. The regular Regents examinations are given.

The Dwight School, 72 Park Avenue, was established in 1880, assuming eight years later the name of Dr. Timothy Dwight, president of Yale, although it is not connected with the latter institution.

No entrance examinations are required for admission, and the student lacking elementary credits is provided with an opportunity to make up the deficiency. The course of study is college preparatory, covering English, the natural and social sciences, mathematics, modern languages, Latin, Greek, and public speaking. The school newspaper, *The Reporter*, offers practice in journalism. The school also maintains a special department for boys preparing for West Point, Annapolis, Webb Institute of Naval Architecture, and the Coast Guard. Tuition ranges from \$260 to \$385 annually.

The school also conducts a summer session, which is coeducational and open to students of other schools wishing to acquire extra credit. The summer fee is \$15 a course.

The BROWN SCHOOL OF TUTORING, 38 West 69th Street, was founded in 1906 as a summer school, later branching out into a year-round institution. Only individual instruction

is offered in subjects ranging from the most elementary through the first year of college, including commercial and academic courses. A diploma is awarded on completion of the full college preparatory course. Both sexes are welcomed. Advancement is according to individual abilities.

Laboratory courses in the natural sciences are offered and there are facilities for physical training. Students may enter at any time. Tuition is upward of \$600 a year. Rates may be had on an hourly basis.

The TUTORING SCHOOL, 74 East 55th Street, was founded in 1925. In addition to college preparatory courses, there are junior and graduate departments, offering instruction to high school and college students who wish to make up deficiencies. Tutors are sent to out-of-town residences when desired, although the school prefers to give instruction in its own quarters. There is a ten-week summer term.

Tuition varies from \$300 to \$1,500 for a full year's course; rates are given on an hourly basis. Only individual instruction is offered.

Chapter III

NON-TAX SUPPORTED PUBLIC EDUCATION

I. CATHOLIC EDUCATION

SIDE BY SIDE with the tax-supported instruments of education, there flourishes in New York City, with its population of a million and three-quarter Roman Catholics, a huge system of Catholic schools, its rights secured by law, by custom, and by virtue of its excellent fruits. More than 105,000 pupils are enrolled in the Catholic elementary and 14,000 in the secondary schools of the Archdiocese of New York (which includes New York, Bronx, and Westchester counties). More than 114,000 attend the Catholic elementary and over 14,000 the Catholic secondary schools of the Diocese of Brooklyn (which includes Kings, Queens, Nassau and Suffolk Counties). The New York Archdiocese has more than 220 elementary school buildings alone, with a staff of over 2,300 teachers. The Brooklyn Diocese has 210 elementary schools with a teaching body of more than 2,600, and 47 secondary schools with over 650 teachers, including three summer high schools.

There is a large measure of curricular identity between Catholic and public schools, in accordance with the precept laid down by the Church, that "outside the matter of Religion, there has been no attempt to differentiate Catholic schools from other denominational schools or public schools." This principle was reaffirmed by the late Pope

Pius XI, who insisted that the staffs of Catholic schools, from supervisors down to grade teachers, measure squarely to public school standards.

In fulfillment of the papal dictum, the Superintendent of Catholic schools in Brooklyn, Monsignor McClancy, stated in his 1937-38 report that the brothers and sisters who staff the elementary schools of the diocese are required to possess a normal school diploma, while those who teach in the high schools are to be college graduates. Community supervisors have greater educational equipment, plus long and successful classroom experience.

PURPOSES OF CATHOLIC EDUCATION

Since the standards of Catholic education parallel those of the public schools, it is necessary to state the Church's reason for maintaining so vast and expensive a system outside the educational apparatus of the State. In an address delivered in 1932 before a body of teaching nuns and brothers, the Most Rev. Thomas E. Molloy, S.T.D., Bishop of Brooklyn, said: "The chief reason for the existence and operation of our Catholic schools is to teach our youth the revealed will of God as to what they must believe and do in order to know, love, and serve Him on earth, and enjoy Him for all eternity."

The main principle of the Catholic school is to couple secular education with religious training. The child receives a religious education directly by means of catechetical instruction, and indirectly by the religious atmosphere of the school. Instruction by teachers who belong to religious orders or societies, religious ornaments and appointments in the classroom, the singing of hymns and saying of prayers, attendance at church services (usually at the children's mass on Sunday) together with the studies of Christian doctrine, Bible history, and other religious subjects, enable the

Catholic school, in the words of Monsignor McClancy, "to build Catholic character, to demonstrate to the still doubting how education is best accompanied by religion; and to erect high the standards of Christ."

The funds that are collected in each parish for educational purposes go mainly to the support of the elementary school of that parish, while the Catholic high schools are maintained by fees and contributions. Cost of maintenance is greatly reduced by the voluntary poverty of the brothers and sisters who conduct these establishments as a religious duty.

Although some of the secondary schools charge tuition, many students are admitted free of charge through private and ecclesiastical endowments. In the Diocese of Brooklyn there is a system of eight free diocesan high schools with a combined registration of 6,265—comprising nearly half of the secondary school registration in the district. Most of the elementary schools dispense with tuition charges.

The popularity of Catholic education may be gauged from the fact that thousands of applicants are turned away each term for lack of facilities. Monsignor McClancy says: "We would have a far greater registration in all our schools on every educational level if we had more room for the pupils."

Credits gained in parochial schools are interchangeable with the public school system, since Catholic schools are registered with the State Department of Education. About one-third of Catholic elementary school graduates go on to Catholic high schools, while two-thirds transfer to public high schools. In the Brooklyn Diocese more than half the Catholic children attend Catholic elementary schools.

ADMINISTRATION

While the Catholic school system retains its autonomy, its administrators enjoy the cooperation of state and city educational authorities. Administration is exercised by a diocesan superintendent of schools and by a school board. The latter determines policies and passes upon reports submitted by a corps of school supervisors which meets frequently during the year to plan for such activities as teacher training, revision of the curriculum, improvement of instruction, diocesan examinations, and related matters. All the schools are regulated by the Bishop of the Diocese who is the source of authority of the Catholic School Board.

ELEMENTARY SCHOOL CURRICULUM

The curriculum of the Catholic elementary school, except for religion, follows closely that of its secular counterpart. Religion, reading, English, spelling, writing, arithmetic, history and civics, geography, etiquette, health education, art and music form the basic subjects. Some ideas of the relative importance of these subjects may be gathered from the amount of time assigned to each. Religion is assigned 150 minutes, or one-tenth of the total weekly minute table, for the first six years; 180 in the seventh; and 200 in the eighth year. Reading consumes 400 minutes weekly in the first two years; 300 in the third; and gradually diminishes to 90 in the eighth year. Arithmetic is increased from 150 minutes in the first to 250 in the eighth year; history and civics from 120 in the fourth to 225 in the eighth. Health education, which includes hygiene and health, safety instruction, physical training, recess and supervised play, receive more time than religion during the first two years, an equal allotment in the third, and two-thirds as much for the remainder of the course.

The unique problem which the Catholic elementary school sets itself is to inculcate religious feeling without forcing the pupils to lag behind the public school in secular knowledge. It can readily be seen that, if direct religious study must go side by side with other subjects, the latter should be made the vehicles of religious inculcation without sacrificing scholarship. The problem is largely solved by the use, where available, of textbooks especially prepared for Catholic schools. In such subjects as religion, reading, history, and literature, both Catholic elementary and secondary schools employ texts written by teachers, religious and lay, in the Catholic schools. Every year the diocese publishes a list of approved texts, and only these are permitted in the schools.

The significance of the Catholic faith is intertwined, as far as possible, with the subject matter of non-religious courses. For example, as a form of prehistory instruction, holidays are presented in their religious connotations. On Columbus Day students discuss "Why Catholic Children Appreciate Columbus," and on Mother's Day, "How the Boy Jesus Loved His Mother." In the teaching of history, Catholic heroes and heroines of America find their due places, St. Isaac Jogues and Père Marquette among explorers, Thomas Dongan among colonial governors, John Barry among naval heroes, and John Carroll among churchmen.

In teaching history, the Providence of God and the parts played by Catholics are stressed. In the 6A teaching of ancient history, for example, one basic assumption is promulgated, namely, that the Birth of Christ is the most important fact in history, and that the Catholic Church is the preserver and builder of Christian civilization. Again, in the 8A teaching of recent American history, the story of the "Progress of American Labor (1865-1900)" gives a prominent place to the late James Cardinal Gibbons, "the

friend of labor." In teaching art and music, emphasis is placed on the religious aspects of these subjects, on hymns and plain chants, and on masterpieces of sacred architecture, painting, and sculpture.

Apart from the religious aspects of the curriculum, which are hallowed by time and are common to Catholicism the world over, the Catholic educational system is thoroughly modern and American. The subjects in the later elementary grades, for instance, include an analysis of the American economy under the system of chattel slavery, the post-bellum rise of the labor movement, the great depression of 1929-33, and the New Deal program.

HEALTH EDUCATION

As in the public schools, Catholic children are given considerable health instruction and state requirements are closely followed. The program includes health days, individual examination by school and personal physicians, daily inspection, hygiene, and playground activities.

For handicapped children, correctional and remedial exercises are provided by special physical training teachers who usually have charge of the health education classes. The Brooklyn Diocese has a famous institution for the physically handicapped, the St. Charles Hospital at Port Jefferson, Long Island, which is also an elementary and secondary school. The Wharton Memorial Hospital, connected with St. Charles, takes care of mental deficient, while the St. Charles Mental Hygiene Clinic in Brooklyn examines problem children, makes psychiatric examinations, and prescribes treatment. All Catholic schools work in close harmony with city and state hospitals, and with the clinics of the numerous Catholic hospitals. The St. Charles Mental Hygiene Clinic has a social service department which not only makes a complete mental and physical examination of

each child under treatment, but also investigates his or her home environment.

The Archdiocese of New York maintains a bureau of child guidance, the Catholic Charities Guidance Institute, 175 East 68th Street, where certain types of problem children receive attention from a staff headed by the psychiatrist, Dr. T. W. Brockbank. Its services are free to all Catholic school children.

TESTING

Mental testing is part of the standard procedure of the Catholic schools and standardized intelligence and achievement tests are given by the principals. These are uniform for all schools of the diocese, and are given to all children from the 4A elementary to the eighth term of the secondary schools inclusive. The results for the Brooklyn Diocese are published in the diocesan weekly, the *Tablet*, so that school administrators and teachers may check their results with those of the diocese as a whole.

Paralleling the progressive developments of the public schools, some provision is made in many Catholic schools for retarded pupils. The specially gifted receive guidance in reading and other subjects.

A MODERN CATHOLIC SCHOOL: CORPUS CHRISTI

One of the schools distinguished for its progressive character is CORPUS CHRISTI, 535 West 121st Street. Dedicated in 1936, this school is housed in the same building as the Corpus Christi church. Besides the school and church, the edifice contains an auditorium, club rooms, gymnasium, and, on the top floor, the sisters' convent. Above the convent is a roof playground.

The classrooms are furnished with movable tables and chairs for children. Instead of large areas of blackboard

space, there are generous bookshelves, exhibition boards and built-in cabinets for the students' materials, numerous electric outlets for radios, phonographs, and moving-picture projectors. The woodwork and furniture are of light colored maple, producing a homelike atmosphere. Each classroom is particularly adapted to the needs of the group it holds. The reading room is like the children's room in a public library and its walls are suitably decorated. The kindergarten, outfitted in nursery style, has a large, inviting "story-hour" fireplace. In the corridors stand glass cases for exhibiting the pupils' art or handicraft.

Informal dramatizations are staged on a diminutive balcony, a view of which can be had from both first- and second-grade rooms. The Corpus Christi pupils have a student council. A good deal of extra-mural activity takes place, such as visits to firehouses, parks, museums, and other places of interest. Considerable attention is paid to current social and economic problems, and there is greater emphasis in Corpus Christi, perhaps, than in other parish schools on the natural sciences and the arts.

The individual student is dealt with in the light of his particular aptitudes or problems. There are reading materials at different levels of ability for pupils of a single class. No report cards are given, but at regular intervals parents are called for an interview with the teacher. Through the recreational center and various adult activities, an effort is made to interweave more solidly the home and the school.

HIGH SCHOOLS

More than 14,000 students are enrolled in the Catholic high schools of the Archdiocese of New York alone, and an equally large number in the high schools of the Diocese of Brooklyn. The modest tuition fees required by most of these schools are lower than the actual cost of educating a

student in the public high schools. It must be remembered that the majority of Catholic secondary schools have no means of support save their tuition receipts. Out of this slender income administrators must defray school expenditures, the cost of their own frugal living, and the expense of training brothers and sisters in novitiate, college, and post-graduate courses.

HIGH SCHOOL CURRICULUM

The curriculum in the Catholic secondary schools has changed considerably since the year 1700 when a Jesuit academy, New York's first institution of its kind, occupied a site on Broadway and Wall Streets. Then the course was entirely classical. At present the curriculum of the Catholic high school is predominantly academic, but it aims to provide a "general education which may be an end in itself or may prepare for more advanced studies in higher institutions." Its courses are similar to those offered by the public schools, since both, in their general outlines, are determined by the State Department of Education. Catholic schools, however, do not offer the wide variety of vocational and technical courses available at most tax-supported public schools.

Perhaps no better description of the Catholic secondary school can be given than to list its common curriculum:

Religion	Four years.
English	Four years.
Latin	Three years (some pupils take a fourth year).
Greek	Taught in a few schools, usually those conducted by the Jesuits.
Mathematics	Usually algebra, geometry, and intermediate algebra. Sometimes trigonometry is taught in the boys' schools.

- HistoryAncient, Modern, European and American.
- Civics and Economics..One year.
- SciencesBiology (plant, animal, and human); physics; and in some schools chemistry.
- Business Science.
- Drawing and Art Appreciation.
- Physical Training and Hygiene.

Today social studies are second only to religion in popularity among Catholic high school students, whose sense of the actual world may be noted, for instance, in the gains made by the study of American history. Furthermore, the social sciences are expounded in the Catholic schools in the light of the basic principles set forth in our age by Popes Leo XIII and Pius XI in their Encyclicals treating of the condition of the laboring masses. As Sister Mary Gonzaga Welsh points out, when changes occur in our ways of living, poverty (which she characterizes as "a defeat of divine brotherhood") becomes a paramount problem, demanding that "the timeless principles of Christian social doctrine be given a new interpretation." Sister Mary Gonzaga Welsh advocates that pupils make a study of poverty, of working conditions, and actually visit factories and working class neighborhoods, in order to formulate "remedies for poverty and suffering," and thus equip themselves for "the task of socializing American society in the Christian way."

COMMERCIAL STUDIES

Practical modern needs are provided for in numerous commercial courses. In both the Archdiocese of New York and the Diocese of Brooklyn students are offered commer-

cial electives in academic courses in many high schools, and a complete four-year commercial course in four schools, ST. SIMON STOCK, 2195 Valentine Avenue, Bronx; ST. LEONARD'S ACADEMY, 26 Brevoort Place, Brooklyn; ST. JOSEPH'S COMMERCIAL HIGH SCHOOL, 342 Bridge Street, Brooklyn; and DOMINICAN COMMERCIAL HIGH SCHOOL, 89-16 162d Street, Jamaica. In addition, the ACADEMY OF MT. SAINT URSULA, Marion Avenue and 200th Street, Bronx, and the MERCY SECRETARIAL SCHOOL, 176 Taaf Place, Brooklyn, have post-graduate secretarial courses. Besides the high schools, there are in the Archdiocese of New York and in the Diocese of Brooklyn seventeen Catholic business schools offering one- and two-year commercial courses. The Diocese of Brooklyn contains eleven commercial high schools.

TEXTBOOKS

As in the elementary schools, separate texts are provided for many subjects, particularly languages, literature, social sciences, and biology, in order to avoid presenting to the student reading matter deemed by the Church to be offensive to Catholic faith and morals. There are no differences between Catholic and public school texts in such subjects as chemistry, physics, mathematics, and civics.

XAVIER: A MODERN CATHOLIC HIGH SCHOOL

Xavier is an outgrowth of the Jesuit College of St. Francis Xavier, founded in 1847. In 1912 the collegiate department was suspended. At present Xavier is a classical military high school for day students, with a curriculum based on the traditional *Ratio Studiorum* used by Jesuit institutions throughout the world. "With due allowance for differences in talent, in applicatory powers, in mental aptitudes, the Jesuit system is based on the fact that all students have intellectual and moral faculties essentially simi-

lar. . . ." It therefore insists, for high school students, on a prescribed training in languages, mathematics, social sciences and religion. Non-Catholic students are admitted.

At Xavier educational guidance is stressed, but guidance in the form of discipline to spiritual authority. Since military training is an integral part of the academic schedule, Xavier aims to fashion boys who will possess the virtue of obedience, respect for authority, and self-reliance.

The school is located at 30 West 16th Street. A similar school, The La Salle Academy, is conducted by the Brothers of the Christian School at Oakdale, L. I.

2. JEWISH EDUCATION

JEWISH EDUCATION, as it exists in New York today, is chiefly a product of the last thirty years, although there has been provision for Jewish studies in the city since Colonial days. Three decades ago, Jewish education consisted almost entirely of a one-room school (the *Heder*), unsanitary, poorly lit, badly ventilated, operated by a pious European scholar (called a *melamed*) steeped in the rituals of Judaism, but usually untrained in pedagogy. He had his hands full trying to impart *Ivri* (mechanical reading of Hebrew prayers), *Kiddush* (ceremonial blessings), and *Kaddish* (mourner's prayers) to reluctant boys, and to prepare them for the *Bar Mitzvah* (confirmation). (Girls rarely received Jewish instruction in those days.) The melamed collected a paltry sum for his efforts from the pupils' parents.

Although the melamed, now conducting his heder in an abandoned store or basement of a synagogue, is still part of the New York scene—indeed, some 10,000 children are said to be receiving this old-fashioned type of instruction—Jewish education on the whole is today a highly organized, cooperative undertaking. Schools are modern and sanitary.

Teachers are trained, licensed and adequately compensated. The curriculum has been broadened to include a well-rounded cultural and religious training and a host of extra-curricular activities. Girls as well as boys receive instruction.

A glance at recent statistics will convey an exact picture of the importance of Jewish education in New York. In 1935 there were 325,000 Jewish children of elementary school age. Of this number, 75,000 or twenty-three percent, received some form of Jewish instruction in more than 476 different schools (including the Hadarim), requiring an expenditure of about \$2,500,000. In 1934, there were 1,380 teachers in charge of classes. One-third of them were born in this country; a majority were educated at American universities and had more than five years of pedagogical experience. In short, teaching in Hebrew and Yiddish schools is now a specialized profession.

The phenomenal growth of this educational movement in the last thirty years is principally due to such organizations as the Bureau of Jewish Education, the Jewish Education Association, The Hebrew Principals Association and The Hebrew Teachers Union, which, supported by private and community contributions, have striven to maintain and perfect an adequate system of Jewish instruction. The earliest, the Bureau of Jewish Education, was organized in 1910 to raise funds, train teachers in the latest pedagogical methods, publish textbooks and experiment with curricula, methods, and management. A number of these functions were taken over by other organizations. Several seminaries in the city train Jewish teachers.

The Jewish Education Association was founded in 1921 for the purpose of advancing the cause of Jewish education in New York City. Its program of activities includes efforts to increase the registration of pupils at Jewish religious

schools and to reach parents and the Jewish public generally in support of Jewish education. It also provides the Jewish religious schools of this city with various services. These include scholarships for pupils unable to pay tuition fees, aid in local fund raising, financial contributions in the case of buildings that need repairs, and prizes for attendance and progress in studies. It helps to elevate standards in the schools and offers certain forms of supervision.

The association maintains a board of license which supervises the qualifications of teachers and cooperates with the Hebrew Principals Association and the Hebrew Teachers Union in matters which affect the Jewish teaching profession. Together with the Bureau of Jewish Education it aids in the production of material and the publication of textbooks for the teaching of Hebrew in the public high schools. Through its department of statistics it gathers and supplies information concerning the various phases of Jewish educational work in this city and maintains an annual census of Jewish school attendance as well as Jewish child population.

Its women's division, called Ivriah, helps in pupil registration campaigns, conducts study groups for its own members in many sections of the city, and raises money to aid the scholarship fund of the JEA and a kindergarten fund of its own.

The Hebrew Teachers Union works actively for tenure of office, higher standards in Jewish teaching, and for economic betterment of Jewish teachers.

There are many types of Jewish schools in New York. Most of them are supplementary to the public school system, engaging the pupil's extra time. Each type of institution represents, on the whole, a particular school of thought, and emphasizes particular aspects of modern Judaism.

HEBREW WEEKDAY SCHOOLS

The most numerous is the Hebrew weekday school, of which there are about 300, attended by fifty percent of the children receiving a Jewish education. In those schools connected with synagogues the dominant figure is sometimes the rabbi, who in addition to his duties in the synagogue often serves as principal at the school. The tendency, however, is toward seminary-trained teachers.

School is in session from 4 to 6, 7, or 8 P.M., except Friday. Classes are held Sunday morning. Altogether, a student receives from five to twelve hours of instruction a week. Most pupils stay about two years, and only about five percent go as far as the fifth grade.

The curriculum represents an attempt "to preserve Jewish content and tradition and at the same time reckon with the child life and the social, economic, and cultural demands of the American scene." It includes the teaching of Hebrew, a study of Biblical texts, Jewish ceremonials, practice in Hebrew prayers and ritual as used in the home and in the synagogue, Jewish history, biography, current events, Palestinian history and folk music. Extra-curricular activities embrace instruction in arts and crafts, student assemblies, children's synagogical services, publication of a school paper, staging of pageants and festivals on holidays and other occasions, and occasional participation in local, charitable, and civic events. The academic subjects provide for individual cultural development, while the extra-curricular activities inculcate in the Jewish child a wholesome spirit of cooperation and harmonious participation in American community life. The schedule of studies may at times include the reading and writing of Yiddish.

The Hebrew weekday school or Talmud Torah has several forms, depending on its sponsorship. The Heder is con-

ducted under community or synagogical auspices. It is also, as a rule, more orthodox in orientation than other types of schools, emphasizing fluency in Hebrew, mechanical Hebrew reading of the prayer book, reading and writing of Yiddish, cantillation and readings from the Pentateuch and the Prophets.

To the Hebrew school (as to the Sunday school) student, the culmination of his career is the Bar Mitzvah on his thirteenth birthday, when he steps, after solemn ritual, into the religious duties of manhood. For this important event, which is celebrated in the synagogue or temple, special rites are provided.

SUNDAY SCHOOLS

Next to the Hebrew weekday school, the one-day school is the most common, registering about eighteen percent of the children receiving a Jewish education. The one-day school usually meets on Sunday, but sometimes on Saturday, and is modeled on the Protestant Sunday school. It is the predominant school of Reform Judaism, and aims to prepare children for temple service and congregational life.

Classes meet for two hours to listen to Bible stories, hear Jewish history narrated, and Jewish customs, ceremonies, and ethics explained. In a number of Sunday schools the teaching of Hebrew has been introduced. Current events are interpreted, and the morning usually ends with an assembly at which the pupils participate in folk singing and the rabbi makes a suitable talk. Up-to-date texts, prepared by the Union of American Hebrew Congregations are used. Most pupils stay for more than four years, and about thirty percent complete a six-year course. There are thirty-six Jewish Sunday schools and seventy Sunday school departments of the weekday schools in New York City.

JEWISH PAROCHIAL SCHOOLS

In addition to the foregoing schools, there has been developed a small but efficient parochial system, providing elementary and high school training, offering secular as well as Jewish instruction. The aim of the parochial school is, in addition to preparing the students for American life, "to preserve and transmit to posterity, traditional Judaism, with all its practices, customs, ceremonies, tenets, and ideals; a thorough and comprehensive training in the Bible and its commentaries, and the vast field of Rabbinic literature."¹ The schools are recognized by the Board of Regents of the State of New York. There are sixteen institutions of this type, with a total registration of more than 4,500.

The six-year course provides children with an elementary Jewish-American education. Many pupils remain about three to five years and then transfer to the public schools. About ten percent complete the full course.

There are three types of Jewish parochial institutions: the old Yeshivah, modern Yeshivah, and private progressive schools.

In the old Yeshivah,² of which there are seven in New York City, with a registration of 2,000, Yiddish is the dominant language of instruction. Children receive an intensive elementary Jewish education and are introduced to the study of the Talmud as soon as possible. The long daily sessions are divided into two parts: 9 A.M. to 3 P.M. for Jewish studies, and 4 to 7 P.M. for secular studies. On Friday, the Sabbath eve, school is dismissed at noon to meet again

¹ Jacob I. Harstein, "Jewish Community Elementary Parochial Schools," *Jewish Education*, Vol. IX, Oct.-Dec. 1937.

² It must be pointed out that the European Yeshivah stands for something different than the American Yeshivah. The former is a Talmudic institute for advanced or exceptionally able students who have already completed their work in the lower religious schools.

on Sunday for Jewish lessons. The Jewish or religious division of the curriculum includes the study of the Bible in the original, the Rashi commentary, Talmudic texts, Hebrew as a language, Jewish history, practice in observance of the ritual, customs, and ceremonies, and synagogue services. This type of school, with its rigorous demands, grew out of the religious schools of eastern Europe, and is only for boys. Teachers are generally elderly men, Talmudic scholars, trained abroad. Two of the Yeshivahs have high school departments, with an attendance of about three hundred.

In the modern Yeshivah the language of instruction is Hebrew and the curriculum includes the subjects taught in most thorough Talmud Torahs. The teachers are scholars of European and American training. A modern Yeshivah is concerned with the health of the child, aims to keep abreast of the times in educational techniques, and prepares its pupils for the complexities of American-Jewish life. The school day is divided into halves: the hours of 8:30 A.M. to 12:00 M. are devoted to religious studies; 1:00 to 4:00 P.M. to secular lessons.

In a pedagogical sense, the most modern type of Yeshivah is the private progressive school, of which there are three in New York, with a total registration of about 400, more than half of them girls. They meet in synagogue centers, and the pupils are generally children of parents who can afford the high cost involved in such an educational experiment. An attempt is made in this type of school to provide a realistic environment and program of activity. The language of instruction is English, but Hebrew forms a part of the regular curriculum. Jewish literature, history, customs and ceremonies, festival celebrations, current events, singing, arts and crafts, all are correlated with the secular subject matter. Education becomes an integrated whole, and

there is no clear-cut division between parochial and secular studies, as in the other types of Yeshivah.

The majority of teachers are women; several are even non-Jewish, in order more faithfully to reproduce a truly American environment. Careful selection of teachers insures a competent staff.

YIDDISHIST SCHOOLS

The Jewish immigrant who came to the United States a generation or two ago sent his children to a religious school where emphasis was placed on the Hebrew language and literature. The Yiddish language, although universally spoken, was not deemed worthy of study, being considered a Germanic jargon and not a true vehicle of Jewish culture.

With the evolution of an important and widely read Yiddish literature, and a more or less standard Yiddish language, there arose a demand, particularly among intellectuals who were not religious, for schools which would teach and preserve the best elements of the Yiddish (as distinct from Hebraic) culture. The Yiddishist weekday (supplementary) schools, maintained by various labor groups in the metropolis, were established to meet that need. Their educational philosophy, as expressed by L. Lehrer, is "that which sees great national and educational possibilities in (Yiddish) language, literature, history, and holidays, with all the emotional halo surrounding such experiences, though without the admixture of purely religious ritual . . . stressing those folkways which bear directly on our historical development and survival as a cultural entity."

In 1935 there were 124 Yiddishist schools in New York, with a total enrollment of about 7,000, representing nine percent of the Jewish school population. Classes meet daily except Saturday from 4 to 8 P.M. and again on Sunday

mornings. The curriculum includes the study of Zionism, Hebrew, Socialism, Yiddish literature, folklore, folk music, current events, arts and crafts, and extra-curricular activities, all colored by the economic views of the sponsoring group. Each group usually maintains a high school and a summer camp. The Yiddish Lehrer Seminar trains a majority of the instructors.

The oldest Yiddishist schools are those established by the Jewish National Workers Alliance, a fraternal organization with Zionist sympathies. Schools are also maintained by the Sholem Aleichim Folk Institute which is named in honor of the renowned Yiddish writer; the Jewish Workmen's Circle, and the Jewish section of the International Workers Order, both fraternal organizations. In addition to the Yiddish language, literature and history, folklore and Hebrew, the curricula of the latter two groups emphasize the study of proletarian life.

All four Yiddishist groups publish their own textbooks and magazines. The SAFI issues a monthly called *Kinder Journal*; the Workmen's Circle a *Children's Magazine* in addition to a journal for parents; *Proletarian Education* and *Youth* are the publications of the IWO.

HIGH SCHOOLS

Far more children receive an elementary than a secondary Jewish education, although several Hebrew week-day schools, Jewish parochial schools and Sunday schools maintain high school departments. At present about 3,000 children are receiving instruction in the Jewish religious high schools. The curriculum, a four-year course, includes the study of Jewish history and advanced Biblical texts and commentaries. The two outstanding institutions of this type are the HEBREW PAROCHIAL HIGH SCHOOL, 145 East Broad-

way, and the HERZLIAH HEBREW ACADEMY, 187 East Broadway.¹ The former conforms to Talmud Torah lines; the latter includes a teacher training division.

The Hebrew high school holds classes during the late afternoon and on Sundays, so as not to interfere with the public school attendance of its pupils. Weekday classes are conducted in twenty-three different centers in Greater New York. It is only on Sundays that all classes meet in a centrally located building. Of the 700 pupils, about sixty percent are girls, and forty percent boys.

HEBREW IN PUBLIC SCHOOLS

At this point it is interesting to note how widespread is the teaching of Hebrew in the public high schools, where it is taught as a secular and cultural subject. Through the efforts of the Jewish Education Association and the Bureau of Jewish Education, Regents and college entrance credits are now given for Hebrew. More than 3,000 students are receiving such instruction in eleven public high schools, three junior high schools, and four evening high schools. City colleges give admission credit to Hebrew as a language. Text-books are prepared and published by the Bureau of Jewish Education.

In addition to promoting the extension of Hebrew, the Jewish Culture Council of the Bureau of Jewish Education has organized the Jewish and Hebrew culture clubs in the public high schools, and supervised a program of activity including symposia, forums and debates, museum trips, hikes, dances, summer camping, and field days. It aims to give students an opportunity to keep in touch with contemporary Jewish problems and meet the leading Jewish personalities of the day.

¹ Named after Theodor Herzl, founder of modern political Zionism.

PRESCHOOL EDUCATION

Jewish education makes varied provision for the pre-school child. A few of the Hebrew weekday schools have kindergarten departments for youngsters of four and five. Ivriah, the women's division of the Jewish Education Association, is experimenting with a kindergarten whose purpose is to prepare children for "subsequent admission to the local public schools and to advanced standing in the local Hebrew schools." The Bureau of Jewish Education, through the department called the Jewish Home Institute, instructs mothers and supplies materials for preschool education in the home. For example, for all the festivals there are a series of teachers' guides, cut-out materials, and phonograph records.

3. PROTESTANT RELIGIOUS EDUCATION

PROTESTANT RELIGIOUS EDUCATION, although highly organized, is not so ubiquitous a phenomenon as Jewish or Catholic education. Protestant children who attend Sunday school receive a rather meager training in comparison with children of pious Jewish or Roman Catholic parents.

Because of the multiplicity of organically separate denominations and the essentially democratic forms upon which Protestantism is based, it is not only convenient but more significant to approach Protestant religious education through the organs of central or federative interchurch effort. Every church has its Sunday school, and every denomination its own departments or committees of religious education, but dominant trends and methods may be examined in the work of the central cooperating bodies through which common standards are achieved and common goals marked out. The educational bodies serving the entire

city of New York are the Central Committee for Weekday Religious Education, and the Metropolitan Federation of Daily Vacation Bible Schools.

In addition to the all-borough bodies, there are the religious education departments of the three cooperating church federations: the Greater New York Federation of Churches, embracing Manhattan, Bronx, and Richmond (Staten Island); the Queens Federation of Churches; and the Brooklyn Church and Mission Federation. Distinct from, but in cooperation with the latter organization, is the Brooklyn Sunday School Union, a pioneer body affiliated with the World Sunday School Association. The International Council of Religious Education, at 297 Fourth Avenue, acts as a clearing house of information for local organs of Bible teaching.

SUNDAY SCHOOLS

Numerically, Sunday schools are the most important of the purely educational activities of the Protestant church. According to statistics gathered by the Religious Education Department of the Greater New York Federation of Churches, there are more than one thousand Sunday schools in the city, with a total enrollment of approximately 200,000. More than one-third of this enrollment, as reported to the federation, are Negroes. The largest Sunday school in the city is that of the ABYSSINIAN BAPTIST CHURCH, 132 West 138th Street, a Negro institution in Harlem, with a church membership of nearly 12,000.

Sunday schools generally meet once a week, and, of course, on Sunday, for an hour of lessons and worship.

WEEKDAY SCHOOLS

The Central Committee for Weekday Religious Education, 71 West 23d Street, is the special organization charged

with maintaining and extending weekday Bible schools or "centers," and with developing their curricula.

The administration as well as the programs of the weekday centers are flexible. Many are supported by local churches, and some are conducted "without reference to the teaching materials of the Central Committee." Other groups supporting this work are the City Mission Society and the Baptist City Mission.

There are more than 200 weekday centers in the city, with an average attendance of about 10,000, operating at an estimated annual cost of more than \$30,000. This money is supplied by the Protestant Teachers Association, ministerial groups, denominational missionary societies, and interested individuals. Weekday centers are generally located in churches, and sometimes in neighborhood houses and community centers. They meet after public school hours, usually once a week, and in some instances as often as three times a week. They are usually divided into kindergarten, primary, junior, intermediate, and senior groups. The teaching staffs are recruited from local seminaries. There are some public school teachers, as well as a number of volunteer laymen.

Courses include the study of problems in Christian living by direct Biblical instruction. Songs, stories, dramatic plays, formal drama, tableaux, and arts and crafts are utilized both in the teaching of Bible stories and in the working out of moral problems. Study units are carefully prepared by committees of educational workers, largely volunteers. Regular bimonthly teachers' conferences discuss curricular adaptation to common problems.

DAILY VACATION BIBLE SCHOOLS

In the summer of 1901 the Rev. Robert G. Boville took a group of children from the hot New York streets into

a nearby church and told them Bible stories, permitted them to play games and taught them interesting handicrafts. Thus began a movement which has become international in its scope. In 1907 a group of business men, recognizing the need for extending the Boville experiment, formed the National Bible School Committee which four years later was incorporated as the Daily Vacation Bible School Association. As the movement spread to foreign countries it was reorganized as the International Association of Daily Vacation Bible Schools. In 1923 it was affiliated with the International Council of Religious Education.

In New York, the daily vacation Bible schools are united in the Metropolitan Federation of Daily Vacation Bible Schools, which has the same educational director as the Central Committee for Weekday Religious Education.

There are about 265 schools of this kind in the city, with a total enrollment of more than 21,000 children, twenty-one percent of whom are non-Protestants. The average attendance is sixty-one percent of enrollment. The total teaching staff comprises nearly 1,800, about half of whom are non-salaried volunteers. The schools are generally located in churches, and sometimes in neighborhood houses, Salvation Army halls, and mission quarters. Financial aid is derived from sources similar to those supporting the weekday schools.

CURRICULUM

The program and methods of the daily vacation Bible schools are similar to those of the weekday schools, enhanced, naturally, by the outdoor opportunities of summertime.

An interesting experiment in communal solidarity is conducted in the Central Manhattan Community School, in which members of all denominations, including Jews and

Catholics, are asked to participate in visits and outings to various parts of the city. A group of Japanese children have taken part in this activity.

The vacation schools have all-day programs which include religious instruction, outdoor games, outings, and trips. Lunches and fares are supplied.

COORDINATING AGENCIES

The International Council of Religious Education, 297 4th Avenue, coordinates the educational activity of all affiliated denominations. It issues textbooks, manuals, hymnals, and graded lessons. It prepares syllabi for religious education and accredits students completing courses in religious teaching.

Among the groups associated with the International Council are the American Standard Bible Commission, charged with clarifying the language of the King James Bible for modern use, the Bureau of Research, and the John Milton Society for the Blind, which provides religious material in braille.

BROOKLYN SUNDAY SCHOOL UNION

Describing itself as "an interdenominational arm of the Evangelical Church for the promotion of religious education," the Brooklyn Sunday School Union, 125 Fort Greene Place, has existed since 1816, when Joshua Sands was its first president. It cooperates with and advises some 340 Sunday schools embracing 150,000 teachers, officers and pupils. An important feature of its activities is the Home Department Union, with 20,000 members and 1,000 superintendents and visitors, which provides Bible study for adults who, because of domestic obligations or infirmities, are unable to attend church or Sunday school meetings.

The outstanding annual function of the union is the Anni-

versary Day parade of children. On this occasion, usually the first Thursday in June, Brooklyn public schools are closed. To date 109 of these annual marches have taken place; the number of participants is usually about 100,000 children and adults.

Chapter IV

COLLEGES AND UNIVERSITIES

I. UNDERGRADUATE SCHOOLS

IT IS DIFFICULT to think of New York as a college town. One does not associate the conventional academic scene of tall trees, a broad campus, and young men and women sauntering in casual clothes with the rapidly paced metropolis. Only in a few isolated collegiate islands is New York like Princeton or Cambridge. However, in a more important though less picturesque manner, New York is one of the great centers of learning, aptly termed by President Butler of Columbia, the "Athens of the modern world."

Just as there is no average New Yorker, so there is no average New York undergraduate. The student bodies of the numerous colleges and universities are as heterogeneous as the population, and some schools, such as Columbia, purposely keep them so through a process of selection. Yet the great city does stamp its character on its students to some degree, and consequently among New York's heterogeneous college and university population there run patent strains of similarity.

New York college students, in the majority, live at home, and the self-contained life characterizing the small town campus is generally absent. Moreover, the New York collegian is apt to be as interested in the life about him as in his studies, since college is only one of the media for satis-

fyng cultural interests in the metropolis. Concerts, libraries, theaters, and exhibitions of all sorts divert his attention, and academic activities are frequently subordinated to cultural interests.

Furthermore, the democracy and sophistication of the city dispel in large measure the snobbishness and exclusiveness of the typical college youth. Though generalizations are dangerous, there is no doubt that the fraternity and campus spirits are incidental rather than elemental features of the New York collegiate atmosphere. Perhaps as many New York undergraduates belong to the American Student Union as to fraternities; and political demonstrations are as frequent as the traditional collegiate ceremonials.

But in at least one respect New York college life follows the familiar pattern. Football, baseball, and other sports are ruling passions, and the crowds at intercollegiate games are as large and boisterous as elsewhere.

Outstanding in the pictures of collegiate education is the municipal college. In the main, the four city colleges attract earnest, hard working students, interested in arriving at a career as quickly as possible. A large percentage of them work after school, and as a result are closer to adult problems than to adolescent interests.

Higher education in New York until the 1830's was confined to one college, Columbia, but when expansion came it was rapid, until at present there are twenty accredited undergraduate colleges in the city. As a result of their late start, the New York colleges, with the exception of the Catholic institutions and Columbia University, almost completely skipped the ecclesiastical phase out of which most American colleges have evolved. In addition, the delayed growth of private colleges made more plain the need for

State aid to higher education, facilitating the development of a comprehensive system of municipal institutions.

King's College, later called Columbia College and then Columbia University, was the first college established in the province of New York and the seventh in the colonies.

Late in 1829 a group of New York citizens launched a movement to establish another college in the city, in order "to extend the benefits of education in greater abundance and variety and at a cheaper price than at present." The new institution, New York University, was founded in 1830 but encountered difficulties from the outset. The depression of 1837 slowed up donations, but the organization managed to survive, ultimately expanding into the great university it is today.

In 1841, at about the time New York University was beginning to catch its first breath, the first Catholic college in New York, St. John's at Fordham, was founded. This was followed in 1848 by the Academy of the Sacred Heart, the forerunner of Manhattan College, incorporated in 1863. St. Francis College was established in 1858. The Catholic system of higher education for men was rounded out in 1870 with the establishment of St. John's College in Brooklyn, which became St. John's University in 1933.

It was not until 1870, with the establishment of Hunter College (originally called the "Female Normal and High School"), that higher education was provided for women in New York City. In 1883, Columbia introduced its "Courses for Women" which eventually expanded into Barnard College. Subsequently, three small Catholic colleges for women, the College of Mount St. Vincent, St. Joseph's College and the Manhattanville College of the Sacred Heart, emerged from existing academies.

The College of the City of New York, established in 1854, grew out of the "Free Academy," which had been in ex-

istence since 1848. This institution is now called City College; the term "College of the City of New York" applies to the municipal university encompassing City College, Brooklyn, Queens, and Hunter colleges. Brooklyn and Queens are the outgrowths of teaching centers maintained by the City College in the respective boroughs.

The only specifically Protestant college in the city is Wagner Lutheran College in Staten Island. Yeshiva College, an orthodox Jewish institution, is part of the Rabbi Isaac Elchanan Theological Seminary.

COLUMBIA COLLEGE

The oldest and best known of New York colleges, COLUMBIA COLLEGE, on Morningside Heights, derives considerable prestige from the great university system of which it is a part. For the last forty years, under the administration of President Butler, Columbia has maintained preeminence as an intellectual center, attracting to its faculty a large number of the most eminent scholars in the country.

Many Columbia students live on the campus, and there is more social life than in most New York colleges. At the same time, the students have an opportunity for contacts with the numerous branches of the university, and are permitted in certain cases to take courses in separate university divisions. Only the A.B. degree is awarded, regardless of a student's major.

Columbia students, for the most part, are preparing for professions, and the social and natural sciences bulk large in the curriculum. An extensive advisory program is carried on as a means of enabling students to adapt the resources of the university to their own individual needs. An innovation at Columbia are the orientation lectures—prescribed for all freshmen. Their purpose is to acquaint the student with the history of the university and the city in which it

stands, introduce him to his classmates and teachers and adjust him to his college career.

NEW YORK UNIVERSITY COLLEGES

Closely duplicating Columbia College in standards, curriculum, and the character of its student body, the UNIVERSITY COLLEGE OF ART AND PURE SCIENCE OF NEW YORK UNIVERSITY is the nucleus of a vast educational structure. It has a beautiful campus on University Heights, Bronx, overlooking the Harlem River. As at Columbia College, only men are admitted; many students live on the campus and enjoy considerable fraternal life. The degrees of A.B. and B.S. are awarded.

The other undergraduate college of New York University is the coeducational WASHINGTON SQUARE COLLEGE (Washington Square), which because of its large and very diversified enrollment fulfills in a remarkable degree the goal of the founders of the university, "to diffuse knowledge and render it more accessible to the community at large." The school offers courses in the evening as well as during the day, and its programs combine a basic liberal arts education with preprofessional or prevocational training in law, medicine, dentistry, journalism, pedagogy, commerce, retailing, art, architecture, and music. It enrolls approximately 4,500 students, has a faculty of 329, and provides at Washington Square a library of 250,000 volumes and fully equipped science laboratories.

MUNICIPAL COLLEGES

The New York municipal college system is the largest of its kind in the world. By this means the city has adapted itself to the educational demands of the second generation of its large immigrant population. An enrollment of 23,000 in

the day and evening sessions of the liberal arts colleges of the four municipal institutions shows that this population has avidly availed itself of the opportunities for free higher education. No tuition is charged to fully matriculated undergraduates and until the depression cut into the collegiate budget, free textbooks were universally distributed.

Although the cost to the city is only \$100 annually for each student—much less than the average per capita cost of privately endowed colleges—municipal education is no pale imitation of the private collegiate system. The faculty is among the best paid in the country, and its academic attainments compare favorably with those of the faculties of most grade A colleges. All the municipal colleges are under the control of the Board of Higher Education of the City of New York, appointed by the Mayor.

CITY COLLEGE, 139th Street and Convent Avenue is actually a university in itself, including a School of Technology, a School of Education, and the School of Business and Civic Administration, in addition to the undergraduate College of Liberal Arts and Sciences. The School of Business is located in a sixteen-story building at 23d Street and Lexington Avenue (see page 128). The other divisions occupy a group of buildings at 139th Street and Convent Avenue. Both men and women are admitted to the three professional schools, which offer graduate as well as undergraduate courses, but only male students are admitted to the College of Liberal Arts. There are no dormitories because only residents of New York City are accepted. The total number of students who attend classes in the City College system during the course of the year, including evening session and summer session, is more than 33,000.

Three degrees, Bachelor of Science, Bachelor of Social Science, and Bachelor of Arts, are awarded in the Liberal

Arts division of City College. As is true of all American colleges, these degrees are not sharply differentiated.

Because of the very large number of students seeking admission, it has been necessary to set an eighty percent average in high school work as one of the admission requirements. Despite this high standard, the enrollment has steadily increased and is now at the maximum consistent with present facilities.

The evening session is attended by somewhat older men and women (the latter are permitted to register only in the School of Education, but in effect pursue the same program as the men), many of whom take from six to eight years to obtain their degrees, since they carry a limited program. High school graduates who fail to meet the admission requirements may attend the evening session as "limited matriculants," paying \$2.50 a credit hour. When they achieve a satisfactory record, they may become full matriculants, with the privilege of transferring to the day session.

BOROUGH COLLEGES

New Yorkers, in spite of their cosmopolitan pride, have considerable local feeling. This was manifest in the demand of the various boroughs for municipal colleges of their own. In response to this demand the Brooklyn divisions of City and Hunter colleges were combined into a new Brooklyn College in 1930; Queens College was established in 1937.

BROOKLYN COLLEGE, Bedford Avenue and Avenue H, for a decade struggled along in classrooms rented in office buildings, but thanks to the PWA, it now has one of the finest campuses in the city, comprising five buildings covering forty-two acres. Unlike City College, all branches of Brooklyn College are coeducational. Brooklyn also grants the A.M. degree in various academic subjects.

The Queens division of City College was converted into QUEENS COLLEGE, 65-30 Kissena Boulevard, Flushing, N. Y., in 1937. Its nine buildings are on a fifty-two acre site. The school, which is coeducational, has more than 1,400 students, pursuing liberal arts courses leading to the Bachelor degrees in arts and sciences. Its president, Dr. Paul Klapper, was formerly the Dean of the School of Education at City College.

LONG ISLAND UNIVERSITY, 300 Pearl Street, Brooklyn, is a private coeducational undergraduate college of liberal arts and sciences, with day and evening sessions. Established in 1926, it is the only non-sectarian, coeducational, privately-supported university on Long Island. The college serves, in the main, a student body drawn from the metropolitan area.

DENOMINATIONAL COLLEGES FOR MEN

In FORDHAM UNIVERSITY, East Fordham Road, Bronx, New York has one of the largest Catholic institutions of higher learning in the country, with five undergraduate divisions. Founded as St. John's College in 1841, it was taken over by the Society of Jesus in 1846, when it received power to grant degrees. Classical and scholastic studies in the Jesuit tradition are stressed; courses in religion and scholastic philosophy are required of all students. The school has a seventy-acre campus adjoining the Bronx Botanical and Zoological Gardens. Fordham has contributed many graduates to the political life of the city.

FORDHAM COLLEGE (Bronx) has a seventy-acre campus adjoining the Bronx Botanical and Zoological Gardens. B.A. and B.S. degrees are awarded. FORDHAM COLLEGE (Manhattan), located in the Woolworth Building, 233 Broadway,

has morning and evening sessions for men. The latter awards the B.S. degree only.

MANHATTAN COLLEGE, Spuyten Duyvil Parkway and Van Cortlandt Park West, Bronx, directed by the Brothers of the Christian Schools, marked its seventy-fifth anniversary in 1938. The college includes Schools of Art, Science, Engineering, and Business. A unique feature of the administrative organization is the division of the undergraduate liberal arts curriculum into two distinct schools, Arts and Science.

ST. JOHN'S UNIVERSITY, 96 Schermerhorn Street, Brooklyn, while under Catholic auspices, has a large Jewish enrollment. Most of the Jewish students take two years of undergraduate work in preparation for St. John's School of Law.

SAINT FRANCIS COLLEGE, 41 Butler Street, Brooklyn, was the first Catholic institution for higher education on Long Island. Opened in 1858 by the Franciscan Brothers, it was empowered to grant degrees in 1884.

YESHIVA COLLEGE, Amsterdam Avenue at 187th Street, is the only college of liberal arts and sciences under Jewish auspices in the country and is an integral part of the Rabbi Isaac Elchanan Theological Seminary (see page 152). Other divisions of the seminary include a high school, a Teachers Institute, a Rabbinical Department and a Graduate Department for Jewish and Semitic studies.

As an orthodox Jewish institution, Yeshiva College considers "the faith of historic Judaism an essential part of the equipment" to be acquired by its students. The enrollment is limited and there are dormitory accommodations for out-of-town students. While tuition fees are charged, there are scholarships and various aids for those unable to pay. The prescribed work for the Bachelor's degree includes courses

in Bible, Hebrew, Jewish history, literature, philosophy, and Talmud. Special preparatory studies are afforded students with an inadequate background in these subjects.

WOMEN'S COLLEGES

The realization that women might require higher education was slow of acceptance in New York as elsewhere. In 1870 there were six colleges for men in the city, but none for women. Through the efforts of a group of educators, prominent among whom was Thomas Hunter, the first free institution for the higher education of women, the "Female Normal and High School," was opened in 1870.

In 1873 the Normal College, as it was then called, moved from the loft where more than 1,000 students had been housed to a new building at Park Avenue and 68th Street. The college was chartered by the State of New York in 1888, and in 1914 the name was changed to HUNTER COLLEGE in honor of the first president. The undergraduate curriculum was expanded, and today Hunter College is a fully accredited liberal arts college, awarding the A.B. in the day and evening sessions, and the degrees of A.B., B.S., A.M., and M.S. in Education in the extension and summer sessions. While many of those attending the college are prospective teachers, others are preparing for medicine, law, journalism, social work, business, and other professions.

Part of the original building at 68th Street and Park Avenue was destroyed by fire in 1936. Classrooms and laboratories are now located at 2 Park Avenue, pending completion of a new sixteen-story structure on the site. In addition, some of the 7,000 day-session students are accommodated in the Lexington Avenue wing of the 68th Street building, some at an annex in a loft building at 145 East 32d Street, and others at the four buildings of the

partially completed center at Bedford Park Boulevard and Navy Avenue in the Bronx.

That one college for women was inadequate to meet the needs of the growing city became apparent by 1883, when prominent citizens petitioned the trustees of Columbia to make the college coeducational. As in the case of Hunter College, the initial response was equivocal, resulting in the establishment of the "Collegiate Courses for Women" which led to Columbia degrees. No special faculty, however, was provided for the distaff side. This ambiguous arrangement proved unsatisfactory and in 1889 BARNARD COLLEGE, Broadway and 119th Street, a privately endowed institution, was founded, and named for President Barnard of Columbia, an advocate of higher education for women. While the college is an integral part of Columbia University and its students receive Columbia degrees, its financial and corporate arrangements are separate. Barnard ranks as one of the leading colleges for women in the country. It has a distinguished faculty and a student body restricted approximately to a thousand. Only the B.A. degree is granted.

CATHOLIC COLLEGES FOR WOMEN

The three Catholic colleges for women are small in scope and enrollment. As is true of all Catholic schools, religion forms the core of the curriculum. The COLLEGE OF MOUNT SAINT VINCENT, 261st Street and Riverdale Avenue, Bronx, has a ninety-six acre campus overlooking the Hudson River. MANHATTANVILLE COLLEGE OF THE SACRED HEART, Convent Avenue and 133d Street, was chartered in 1851 as the "Female Academy of the Sacred Heart." In 1917 it achieved college status. Manhattanville is under the direction of the Order of the Sacred Heart and enrollment is limited to three

hundred. In addition to the B.A. and B.S., Manhattanville awards the Bachelor of Music degree.

The only Catholic college for women on Long Island is ST. JOSEPH'S COLLEGE, 245 Clinton Avenue, Brooklyn. It was provisionally chartered in 1916 under the direction of Bishop McDonnell, who, according to one historian, was sensible of the "dangers threatening the spiritual welfare of Catholic young women attending secular colleges." A liberal, humanistic education is stressed. A permanent charter was granted in 1929.

JUNIOR COLLEGES

There is only one exclusively liberal arts junior college in the city, FINCH JUNIOR COLLEGE, 61 East 77th Street. PACKER COLLEGIATE INSTITUTE (see page 56) and the GARDNER SCHOOL (see page 53) both maintain junior college departments as adjuncts to their lower schools. All three institutions are exclusively for girls.

Finch was founded in 1900 as a finishing school; art, music, painting, sculpture, drama and ballet are still emphasized in the curriculum. Packer, founded in 1853, is one of the most comprehensive private schools in the city. Its junior college division accents the liberal arts.

ADMISSION REQUIREMENTS

New York undergraduate schools show a high degree of similarity in their curricula, but a considerable degree of variation in entrance requirements. Graduation from a high school or its equivalent is required by state law, but the scholarship demands vary considerably even within the same institution. Although Washington Square College admits students with a seventy-two average in their high school work, the University College of N.Y.U. demands a much better record. Columbia demands high secondary school

marks for entrance to the college, but admits mature students to its university extension division whose high school record is less outstanding. These students may matriculate and pursue courses leading to the degree of B.S.

In general, the smaller colleges, including Long Island University, St. John's University, Manhattanville, and the College of Mount St. Vincent, limit their entrance requirements to an acceptable number of secondary school credits. On the other hand, three Catholic colleges, Fordham, St. Joseph's College, and St. Francis, require a minimum high school average of seventy-five. Barnard and Hunter are selective.

In addition to academic requirements, some schools administer scholastic aptitude and intelligence tests. Tuition ranges from \$7.50 a point at Long Island University to \$12.50 a point at Columbia.

CURRICULA

Some colleges, such as Columbia and the New York University colleges, confer the Bachelor's degree after the candidate has completed three years of undergraduate work and a prescribed number of courses in their professional schools. The curricula of all colleges are based on a combination of prescribed and elective courses. The required subjects usually include English, a natural science, mathematics, a foreign language and social science. In addition, the Catholic colleges prescribe religion and scholastic philosophy.

In most respects the liberal arts curriculum has changed little in the last few decades. Innovations are the history of civilization courses, giving the student a broad perspective of the present and past ages, and the humanities courses, treating of Greek and Latin literature in translation. Columbia and City College endeavor to apply the orientation idea

to science in their science survey courses. Honor courses are generally available at some colleges for the specially gifted, relieving them of the burden of attending certain classes.

Most of the larger colleges have evening sessions to accommodate the working student. In some instances, as in the case of the municipal colleges, the evening session is a distinct division, while elsewhere, as at Washington Square College, there is no distinction between day and evening courses, and the student may schedule his work at any hour he finds convenient. As a result of the feeling that isolation in a separate division adds a stigma of inferiority to the evening session matriculant, the Board of Higher Education is at present contemplating the possibility of consolidating the day and evening sessions of the municipal colleges.

2. SPECIALIZED HIGHER EDUCATION

CHANGES IN THE PROFESSIONS in the last fifty years have been such that a man needs more than a general training, or even apprenticeship, to fit himself for a career. He needs the rich and multifarious aspects of an entire civilization as a laboratory and training ground. Furthermore, no one individual today can have even a working knowledge of his profession as a whole, or keep pace with more than the elementary changes in his field. Due largely to the amazing broadening out of science, professional men in all branches of modern endeavor have been divided into two types, the general practitioner and the specialist, the latter concentrating on one aspect of his chosen field and using his general knowledge as a background.

These two demands of modern professional life—on the one hand a broad training, and on the other a need for specialized technical knowledge—make a large city the necessary center for professional schools. At the same time, the

metropolis, with its great and varied population, has need for large numbers of highly skilled people, and hence calls into being a large number of diversified institutions to train them. The two forces, working together, have made New York perhaps the greatest center of specialized education in the world, unexcelled in its clinical and laboratory facilities, its affiliations with active business, industrial and educational enterprises, sending forth each year from its numerous institutions thousands of doctors, dentists, pharmacists, engineers, lawyers, social workers, teachers, library specialists, architects, business executives, journalists, clergymen, and the like, trained in the latest and most effective practices.

In New York, which forms a true microcosm of the modern world, may be found experts in virtually every field of knowledge who participate in the education of their confrères, affording contacts hardly possible elsewhere. Hence it is not so much due to economic or political causes that the practice of going abroad to complete one's education is rapidly dying out; students have learned that what they are looking for is nearly always in their backyard. A considerable portion of this educational menu is offered gratis (albeit to bona fide residents of the metropolis only) by the network of municipal colleges. A good deal of it is scaled in price to meet the pocketbook of the person of modest means.

MEDICINE

There are five accredited Class A medical colleges in New York City, each offering a four-year course leading to an M.D. degree. In varying measure, they afford opportunities for specialized and post-graduate work, depending on their connections with hospitals, clinics, and the city Health Department. Naturally, their location in New York enriches

their affiliations, and gives the medical student as varied a living laboratory and extension course as he can find anywhere. Moreover, practicing physicians who desire to keep pace with new phases of their ever-developing profession can take special courses at the various colleges, or attend lectures at the New York Academy of Medicine. The library resources of the latter, as well as those of the colleges and of such organizations as the Russell Sage Institute, are extremely important additions to the doctor's opportunity for research.

The COLLEGE OF PHYSICIANS AND SURGEONS of Columbia University is one of the oldest and one of the foremost medical schools in the country. King's College (as Columbia was originally called) organized a medical faculty in 1767, two years after the first medical school in the colonies was established by the College of Philadelphia. The activities of King's College were interrupted during the Revolution by the British occupation of New York, and the medical faculty was not reestablished until 1792. In 1814 the latter was merged with the College of Physicians and Surgeons, an independent organization which dates from 1807. In 1860 the College of Physicians and Surgeons became the medical department of Columbia College. It had, however, an autonomous faculty until 1891, when the College of Physicians and Surgeons became an integral part of the university. Women were not admitted to the medical school on an equal basis with men until 1917.

The College of Physicians and Surgeons has an unusual teaching, clinical, and research range because of its affiliation since 1921 with the Presbyterian Hospital. The two institutions are housed on a picturesque site, comprising about twenty acres from West 165th Street to West 168th Street and from Broadway to Riverside Park. The com-

bined Columbia-Presbyterian Medical Center was opened in 1928.

The component institutions of the Medical Center, which cooperate closely with the College of Physicians and Surgeons and the Columbia School of Dental and Oral Surgery are, in addition to the Presbyterian Hospital, DeLamar Institute of Public Health, Sloane Hospital for Women, Vanderbilt Clinic, Babies Hospital, Neurological Institute, Institute of Cancer Research, and Washington Heights Health and Teaching Center.

The minimum entrance requirement of the College of Physicians and Surgeons is three years of undergraduate work. Most matriculants possess a Bachelor's degree. The M.D. course takes four years to complete. Tuition fees are \$500 a year.

The College of Physicians and Surgeons is closely associated with the people of the city. For more than sixty years one of the four divisions of Bellevue Hospital has been utilized for instruction. Recently an arrangement was made by which the college is permitted to staff the Research Division of Chronic Diseases in the Department of Hospitals of New York City. Outstanding among the many hospitals connected with the college are: Stuyvesant Square Hospital, specializing in cancer and skin diseases; Manhattan Eye, Ear, and Throat Hospital; Reconstruction Hospital, specializing in the accidents and diseases of modern industry; Women's Hospital; and the University Hospital of the School of Tropical Medicine, San Juan, Puerto Rico. Among the outstanding divisions of the college is the Institute of Cancer Research, where, in addition to formal courses in pathology, cancer research in all its phases is carried on.

The DeLamar Institute of Public Health, directed by Prof. Haven Emerson, is appropriately located in New York City,

where students can combine academic training with actual experience. The institute admits students with a B.A. or B.S. degree as well as those with an M.D. degree. The course extends over a period of a year, at the end of which an M.S. in Public Health is granted. The curriculum includes public health practice, epidemiology, industrial physiology, and sanitary science.

The facilities of the New York State Psychiatric Institute and Hospital and the Neurological Institute give the student of the College of Physicians and Surgeons unusual opportunities for the study and treatment of mental disorders. Noteworthy are the facilities for treating children with personality and behavior problems. Since the growth of mental disturbances is one of the outstanding characteristics of modern industrial and urban civilization, New York City in itself is an unusual laboratory for the student of these subjects.

Post-graduate instruction for physicians is afforded by the NEW YORK POST-GRADUATE MEDICAL SCHOOL (under the medical faculty of Columbia University), at 2d Avenue and 20th Street. Short courses are provided for the general practitioner and the specialist. This institution is connected with the New York Post-Graduate Hospital and its out-patient department. The latter is divided into forty-eight individual clinics, some of them dealing with particular research problems. Case records are so organized that it is possible to study the complete history of each patient over a long period of years, in the hospital as well as in the out-patient department.

CORNELL UNIVERSITY MEDICAL COLLEGE AND NEW YORK HOSPITAL occupy a magnificent site at 1300 York Avenue, overlooking the East River. Their facilities are virtually incomparable.

Cornell Medical College was established in 1898 in New York City, and for thirty years occupied a building at 1st Avenue opposite Bellevue Hospital. The New York Hospital, with which it has been formally associated since 1932, was founded by the Royal Charter of King George III in 1771. Before that time, there was only one hospital in the colonies, the Pennsylvania Hospital in Philadelphia.

Cornell students obtain clinical instruction at Bellevue, Manhattan State, Wards Island, St. Luke's, Willard Parker, and Lincoln hospitals, the New York Eye and Ear Infirmary, and Berwind Free Maternity Clinic. The Russell Sage Institute of Pathology, specializing in research work in metabolism, is also affiliated with the College.

Several unusual courses are given at Cornell. Noteworthy are those at the Russell Sage Institute, whose director, Dr. Eugene F. DuBois, is responsible to a great extent for the development of the respiration calorimeter, widely used in medical practice today. Studies in legal medicine, which cover the relationship of the doctor to the law, are given in cooperation with the New York municipal government. Military medicine is taught at Cornell by an officer of the U.S. Army Medical Corps, detailed by the Surgeon General. In conjunction with this work, a period of camp training is provided, and arrangements are made to secure the graduate a commission in the Medical Officers Reserve Corps.

The annual fee is \$600. In 1935 there were 385 faculty members and 287 students.

NEW YORK UNIVERSITY COLLEGE OF MEDICINE was established in its present form in 1898 by a merger of the University Medical College (organized in 1841) and the Bellevue Hospital Medical College (founded in 1861). As indicated by its history, New York University College of Medicine works closely with Bellevue Hospital. Classrooms,

clinics, and laboratories are on 1st Avenue from 25th to 28th Streets, near Bellevue.

Bellevue is the largest of New York's municipal hospitals, with accommodations for more than 2,400 patients, and New York University, like Cornell and Columbia, staffs one of the divisions of the hospital with physicians recommended by its faculty. The extensive facilities provided by Bellevue are such that in only one branch of medicine—the contagious diseases of childhood—is it necessary for the student to go outside of this hospital.

Fourth year students receive instruction in the diagnosis and treatment of contagious diseases at the Willard Parker Hospital. Field work in preventive medicine and public health is provided through an affiliation with the city Health Department, and experience in industrial hygiene is made available through an arrangement with the Division of Industrial Hygiene, New York State Department of Labor. Elective courses for fourth-year students are also provided at the following hospitals: Beth Israel, French, Harlem, Lenox Hill, Lincoln, Mount Sinai, Queens General, Roosevelt, and St. Vincent's.

Men and women are admitted on an equal basis. The entrance requirement is three years of study in an approved college of arts and sciences including certain work in the basic sciences. The annual fee is \$600. In 1938 there were 483 members of the faculty and 495 students.

THE NEW YORK MEDICAL COLLEGE was established in 1860. The first president of its Board of Trustees was William Cullen Bryant, the poet. At present the college is located at 64th Street and York Avenue. Its affiliates, the Flower-Fifth Avenue and the New York Ophthalmic hospitals, are at 105th Street and 5th Avenue.

Students are also provided with clinical instruction at

the Metropolitan, Middletown State, and Willard Parker hospitals. One of the most interesting features of the college is its association with the municipal Department of Health, through the work carried on in the East Harlem Health Center, 160 East 115th Street. Students are thus afforded opportunity for training in public health and preventive medicine.

A college degree is required for entrance to the New York Medical College. The four-year course is open to men and women, and the annual fee is \$600. In the college year of 1938-39 the faculty numbered 320, the student body 272.

The LONG ISLAND COLLEGE OF MEDICINE, 350 Henry Street, Brooklyn is, in its own phrase, "a young school with a seventy-year heritage." The college is an outgrowth of the Medical College of the Long Island College Hospital, founded in 1858 with the novel idea of having a college and hospital staffed by the same men. The college, now coeducational, was formally separated from the hospital in 1930, when it received its present charter.

Bacteriology was one of the early specialties of this institution, unusual facilities being available in Hoagland Laboratory, established in 1887. Clinical instruction is afforded at the following hospitals: Long Island College, King's County, Greenpoint, Brooklyn, Methodist Episcopal, Kingston Avenue Hospital for Contagious Diseases, and Brooklyn State Hospital. The college also uses the municipal Red Hook-Gowanus Health Center in Brooklyn as a laboratory where the students not only participate in the actual work of the clinics but study community health in relation to economic and environmental factors.

Three years of college work are required for admission. The annual fee is \$600. In 1938-39 there were 275 faculty members and 365 students.

The ROCKEFELLER INSTITUTE FOR MEDICAL RESEARCH, probably the most famous institution of its kind in the country, if not in the world, supplements in some degree the work of the medical colleges of New York. From its laboratories on York Avenue between 64th and 68th Streets, have issued innumerable epochal discoveries, and in its buildings have worked some of the foremost masters of medical science of our time.

The Rockefeller Institute, founded in 1901, "was conceived, not by physicians or scientists, but rather by laymen who studied the state of medical knowledge at the end of the nineteenth century and concluded that the time was favorable for the establishment in the United States of an institute devoted exclusively to medical research, just as institutions devoted to physical or chemical research might be founded." The term medical research, however, took on a wide meaning as applied by the scientists working in the institute.

The three departments of the institute, the Laboratories, Hospital, and Department of Animal and Plant Pathology (located in Princeton, N.J.) are organized for research only. No teaching is done by the staff, each of whom devotes his time chiefly to the advancement of science. An interesting tenet of the institute is that "all discoveries and inventions made by any person while receiving compensation from the institute, or while using the facilities of the institute, become property of the institute, to be placed by it at the service of humanity in accordance with the beneficent purposes of the founder."

The Laboratories are divided into the divisions of chemistry, experimental surgery, pathology and bacteriology, physiology, and biophysics. The Hospital Department is divided into the divisions of infectious diseases, metabolic diseases, cardiovascular diseases, and blood diseases.

The institute was under the directorship of Dr. Simon Flexner from 1903 to 1935. He was succeeded by Dr. Herbert S. Gasser, present director. Publications include the *Journal of Experimental Medicine*, *Journal of General Physiology*, *Studies from the Rockefeller Institute for Medical Research*, and numerous monographs.

DENTISTRY

COLUMBIA UNIVERSITY'S SCHOOL OF DENTAL AND ORAL SURGERY, located in the Columbia University-Presbyterian Hospital Medical Center, occupies three floors of the Vanderbilt Clinic. The College of Dental and Oral Surgery of New York, organized in 1905, was merged in 1923 with the School of Dentistry of Columbia (established in 1916) to form the present institution.

Since dental education is closely connected with general medical training, the first two years—the fundamental basis—of the program are taken at the College of Physicians and Surgeons, whose facilities, including medical departments, clinics and library, are open to dental students. Conversely, one of the functions of the Dental School Clinic is the care of patients of Medical Center hospitals.

The course in dentistry covers four years, leading to the degree of D.D.S. Three years of college work, including specified subjects, are required for admission. Students of Columbia College may pursue a program of studies whereby a collegiate and dental (likewise a collegiate and medical) degree may be earned in seven years. A graduate of a certified medical school may receive the D.D.S. in two years. Special courses are given for dental hygienists, and for graduate dentists, including a twelve-month course in orthodontia.

Men and women are admitted on an equal basis, and the fee is \$500 annually, plus an instrument charge of \$140.

The NEW YORK UNIVERSITY COLLEGE OF DENTISTRY, at 209 East 23d Street, was founded in 1866 as the New York College of Dentistry. Through a merger in 1925 it became an integral part of New York University. The dental students pursue some of their studies at the College of Medicine of New York University, in accordance with the current trend. The first two years of the dental course are substantially equivalent to the first two years of the medical course; the chief difference is an emphasis upon those phases of the work that have direct dental application. Third- and fourth-year courses are given at the College of Dentistry proper and in the clinics of Bellevue Hospital. Special courses are offered in non-technical phases of the profession, such as ethics, economics, business practice, and jurisprudence.

The entrance requirement for the four-year course is a minimum of two years of college work. The annual tuition fee is \$450, plus a substantial sum for instruments which each student is required to purchase.

PHARMACY

The first American college of pharmacy was opened in Philadelphia in 1821 by a representative body of apothecaries in an effort to raise the standards of their profession. Eight years later the first college of pharmacy was opened in New York. The first licensing of pharmacists took place in Georgia in 1825, with New York following suit in 1839.

The venerable COLLEGE OF PHARMACY OF THE CITY OF NEW YORK, at 113 West 68th Street, was organized by prominent apothecaries in 1829. From 1829 to 1876 courses were conducted in quarters rented from other institutions. The college purchased its own building in 1878, and moved into its present site in 1894. In 1904 the institution came

under the aegis of Columbia University. Such noted men in the field of pharmacy as Torrey, Doremus, Mayer, Maisch, Chandler, and Squibb taught at the college at one time or another.

As a segment of a great university, students of the school have unusual facilities at their disposal, including the libraries and laboratories of Columbia University and the College of Physicians and Surgeons, the library of the New York Academy of Medicine, and the laboratories and library of the New York Botanical Garden.

The entrance requirements, as for all Grade A colleges of pharmacy, are graduation from high school, a minimum age of sixteen and a qualifying certificate issued by the New York State Department of Education. The four-year course (as in all accepted pharmacy schools) leads to the degree of B.S. in Pharmacy, granted by Columbia University. This degree fulfills the educational requirements for the licensing examination in pharmacy, qualifies the graduate in several related fields, and under certain conditions may be accepted as part of the preliminary education for dentistry and medicine. Fees range from \$395 to \$415 annually. Both men and women are admitted.

FORDHAM UNIVERSITY COLLEGE OF PHARMACY, opened in 1911, is located on the Fordham Campus in the Bronx. In one respect this college is in the vanguard of its class. Recognizing that modern pharmacy is part storekeeping, part pharmaceutical practice, Fordham has established a model store as a laboratory for the course in pharmacal economics. In this course, "the principles governing the opening or buying of a drug store are thoroughly discussed. Principles of ordering, checking, arranging, stock taking, and pricing, as well as packing, delivery, charge accounts, and collections are brought out by various methods, including blackboard

demonstrations, actual reports, and commercial transactions. The fundamental principles of bookkeeping are covered. Each student is required to keep a set of books which must merit a passing grade. Students are consulted for their suggestions as to professional displays and these displays, when desirable, are set up by groups and installed."

The New York Botanical Garden, adjoining the grounds of Fordham University, offers splendid facilities for the study of herbs and plants. The annual fee is \$350.

BROOKLYN COLLEGE OF PHARMACY, at 598 Lafayette Street, Brooklyn, was organized by the Kings County Pharmaceutical Society in 1886. In 1929 it became an affiliate of the new Long Island University.

The four years at the college are so arranged that all students take the same basic courses for two years. Electives are offered during the third and fourth years for those desiring to specialize as chemists in dairies, hospitals, and cosmetic manufacturing establishments. Special courses for pre dental or premedical students are available. Some courses are offered in the evening, without college credit.

Brooklyn College of Pharmacy is a coeducational institution, charging \$375 to \$400 a year.

ST. JOHN'S UNIVERSITY COLLEGE OF PHARMACY, at 96 Schermerhorn Street, Brooklyn, is the youngest in the New York family of pharmacy schools, and stresses the practical rather than academic side of the profession. Specialized courses are offered for those desirous of careers in the drug, chemical, and pharmacological industries. An unusual feature of this institution is that the curriculum, aside from strictly pharmacal requirements, is coordinated with that of the College of Arts and Sciences. The annual fee is \$350. Non-matriculating and evening courses are given.

NURSING

There are approximately 1,400 schools of nursing in this country which meet the minimum requirements set by law. Of this number 112 are in New York State, and about forty in New York City. Many of them are considered excellent schools; but since no national body has yet evaluated the programs they offer, a "preferred" list—as in other fields of professional study—is unavailable.

We can only refer in some detail to a few of the better-known institutions. All schools have the same entrance requirements, namely, a high school diploma, and a three-year course of study, prescribed by law. Laboratory and hospital facilities naturally vary with the institution.

BELLEVUE SCHOOL OF NURSING, 426 East 26th Street, has the distinction of being the first school of nursing established on the "Nightingale Plan" in the United States. It was founded in 1873 by a group of women who realized that a sound educational program is essential to the preparation of nurses for satisfactory community service. The first superintendent was an Englishwoman trained in the Nightingale principles. With her assistance the foundations of the school were firmly laid, and its graduates became pioneers in their turn, spreading the principles of the "Bellevue System," as it is sometimes called, to many nursing schools in the United States and Canada.

At the NEW YORK HOSPITAL, 525 East 68th Street, the first systematic training for nurses, through lectures and practical instruction in the wards, was begun in 1799. Its School of Nursing, the second in the city, was founded in 1877. Affiliation with Cornell Medical School enlarged its facilities enormously. A special building for the School of Nursing, adjoining the hospital buildings, provides well-

equipped classrooms, laboratories, library and recreation rooms, as well as attractive and comfortable living accommodations. Clinical facilities are unsurpassed, since the hospital has a capacity of 1,000 beds and admits all types of patients, including medical, surgical, obstetrical, gynecological, pediatric, and psychiatric cases. The out-patient department provides ample opportunity for the study of ambulatory patients numbering about 1,200 daily. Affiliation is maintained with the Henry Street Visiting Nurse Service for field experience in public health nursing.

The SCHOOL OF NURSING OF THE PRESBYTERIAN HOSPITAL (founded 1892), is the Department of Nursing of the College of Physicians and Surgeons of Columbia University, with a professor of nursing in charge who is a member of the faculty of the latter institution. Instruction in the fundamental medical sciences is given by the medical faculty. Clinical experience in general and special services are provided in the various hospital units which make up the Columbia-Presbyterian Medical Center. The problems of the community in health or sickness are met by experience in the out-patient department and in visiting nursing. Students who have completed two or more years of college study may receive a B.S. degree from Columbia on completion of the nursing course.

The FLOWER-FIFTH AVENUE HOSPITAL SCHOOL OF NURSING, at 5th Avenue and 105th Street, is a merger of two well-known institutions: Flower Hospital School of Nursing, organized in 1900, and the Fifth Avenue Hospital School, organized in 1922. The Fifth Avenue Hospital School of Nursing replaced two older schools, the Hahnemann Hospital School, established in 1895, and the Laura Franklin Training School for Nurses, established in 1904.

Since 1935, when Flower Hospital moved to its present

site, the School of Nursing has shared the New York Medical College laboratories, library, and classrooms. Students receive instruction from members of the college faculty, the medical staff, and full-time nursing instructors and ward supervisors. With the completion in September 1939 of the new medical college and out-patient department building connected with the Flower and Fifth Avenue Hospitals, increased educational facilities will be available for the School of Nursing. The hospitals, with a capacity of approximately 400 beds, together with the larger out-patient department, provide excellent opportunities for clinical experience.

The School of Nursing offers to a selected group of students a three-year course, including 1,200 hours of organized instruction integrated with experience in medical, surgical, obstetrical, and pediatric nursing. Affiliations in psychiatric and communicable disease nursing complete a basic professional program.

The MOUNT SINAI HOSPITAL SCHOOL OF NURSING, 5th Avenue and 100th Street, established in 1881, is one of the largest and best-known schools in the country. Few institutions have such varied facilities as Mount Sinai, where more than 1,000 out-patients alone are cared for daily. The nurses' residence, children's pavilion, and the private pavilion rank among the most perfectly appointed of hospital buildings.

At ST. LUKE'S HOSPITAL NURSING SCHOOL, Amsterdam Avenue and 113th Street (founded 1888), the student nurse receives training in medical, surgical, gynecological, pediatric, orthopedic, operating room, eye, ear, nose, and throat services. The hospital furnishes well-equipped classrooms, including dietetic laboratories. A library is available. The theoretical and practical instruction in obstetrical nursing is given at the Sloane Hospital for Women, nervous and men-

tal nursing at the Neurological Institute, communicable diseases at Willard Parker Hospital, and public health nursing at the Henry Street Visiting Nurses Service.

KING'S COUNTY HOSPITAL SCHOOL OF NURSING, 451 Clarkson Street, Brooklyn, is an integral part of Brooklyn's great municipal hospital. Outstanding among its facilities are a modern teaching unit consisting of nutrition and cookery, anatomy and physiology, and chemistry and bacteriology laboratories.

NURSING FOR MEN

Of the handful of nursing schools for men in the United States, New York has three. The MILLS SCHOOL OF NURSING, foot of East 26th Street (now a part of Bellevue Hospital), was established in 1888, through the gift to the Department of Public Charities and Correction by the philanthropist Darius Ogden Mills. Both Brooklyn State and Manhattan State hospitals admit men students of nursing.

The course at male schools follows that for women except that urology is substituted for pediatrics, obstetrics and gynecology. In 1930, when the American Nurses Association decided to admit male members, there were about 1,000 registered male nurses in New York.

PODIATRY

The practice of podiatry (or chiropody), the art of the care of the foot, is regulated by law in forty-six states, and the popularity of the profession is spreading. New York's only podiatry school, THE FIRST INSTITUTE OF PODIATRY, 53 East 124th Street, has been a pioneer in the profession. Admission requirements for the three-year course is one year of work at a college of arts or sciences. (After October 1940 it will be two years.) The exhaustive course includes

everything a podiatrist should know from a history of his art to a complete knowledge of the anatomy, surgery, pathology, and therapy of the human foot. Surgery and orthopedics form integral parts of the course, at the completion of which the degree of Graduate of Podiatry is granted. The annual fee is \$400.

PSYCHOANALYSIS

With the growing recognition in the United States of psychoanalysis as a medical procedure for the treatment of emotional difficulties, a demand arose for an institution which would raise the quality of psychoanalytical training and provide a thorough curriculum and research facilities.

To meet this demand, the New York Psychoanalytic Society in 1931 established the PSYCHOANALYTIC INSTITUTE at 324 West 86th Street, one of three such institutions in the country. In addition to training physicians in the practice of psychoanalysis, the institute offers extension courses and lectures which attract social workers, teachers, sociologists, and anthropologists.

In order to enroll in the Professional School of the institute, an applicant must have an M.D. degree from an accredited medical school, and a year of internship at an approved hospital. The curriculum begins with the preparatory analysis of the student. This is followed by lecture courses and seminars, practical supervised clinical work and participation in clinical conferences. Upon satisfactory completion of the course, the institute issues a certificate indicating that the student has completed his training. The course of training must be completed within five years.

Some of New York's outstanding psychiatrists are affiliated with the institute, including Dr. A. A. Brill, the translator of Freud, and Dr. Karen Horney. Dr. Bertram D. Lewin is president, and Dr. Sandor Rado is educational

director. The number of junior students at the end of six years of the institute's existence was thirty-eight, senior students thirty-three.

LAW

SIX SCHOOLS OF LAW, four in Manhattan and two in Brooklyn, each year send forth hundreds of lawyers to join the many thousands who care for the manifold legal requirements of this great industrial and commercial city. Each of these schools has its distinct personality but in some respects all are identical.

Admission requirements are uniform, having been established by the Court of Appeals in New York State. An applicant must be eighteen years of age and a graduate of a college or university recognized by the Regents of the University of the State of New York. Columbia University Law School has entrance requirements in excess of the legal minimum. All the schools admit both men and women and all, except Columbia, have full-time and part-time divisions, and give day and evening courses; the full-time course leading to an LL.B. degree takes three years, and the part-time course four years.

Undoubtedly the top-ranking law school in New York is the COLUMBIA UNIVERSITY LAW SCHOOL, Morningside Heights. Three years before America's Revolutionary War began, Columbia (then King's College) established the first professorship of law in America. The School of Law was not placed on a permanent basis until 1858, when Theodore W. Dwight was appointed Professor of Municipal Law, and a professional curriculum leading to an LL.B. degree was instituted. The school was reorganized in 1891, and the "Dwight method" of instruction was abandoned in favor of the "case method" which is now used in most law schools.

The admission requirements of Columbia Law School

are equivalent to other top-ranking schools. Candidates for the degree of LL.B. must have at least three years of pre-legal work, and in fact practically all the students "except those in Columbia College exercising the professional option" are college graduates. Besides the educational requirements, a capacity test is required. Columbia also offers graduate work leading to the Master's degree and the degree of Doctor of the Science of Law.

Students not only have the facilities of a large university, but a magnificent legal library of more than 210,000 volumes to draw upon. Its collection of the legal literature of France, Germany, Austria, Italy, Russia, and Spain and of Roman law is unique; in many respects it cannot be duplicated in these countries. A long roster of famous legal minds are numbered among Columbia's graduates; outstanding perhaps are the late Justice Benjamin Cardozo and Chief Justice Hughes. President Franklin D. Roosevelt received his legal training at Columbia.

The student body is organized through the student council, and its activities include moot courts for training in the preparation of cases for court trial and appeal. A series of monographs called *Columbia Legal Studies* and the *Columbia Law Review* are published by the school. Tuition is \$380 annually.

BROOKLYN LAW SCHOOL of St. Lawrence University occupies its own modern building at 375 Pearl Street, in the heart of the business section. It is conveniently accessible to federal, county, state, and city courts. Founded in 1901, the school became affiliated two years later with St. Lawrence University of Canton, N. Y. It also offers graduate courses leading to an LL.M. or J.S.D. degree. As in virtually all American law schools, the case method of instruction prevails.

A progressive feature of the Brooklyn Law School is the group of quasi-judicial undergraduate courses covering the fields of administrative law, labor relationships, taxation, and other subjects of contemporary importance. Legal clinics supplement the student's practical work; and attendance at these clinics is required of all students who participate in the practice court. The courtroom is fully equipped and includes a clerk's office for the filing and inspection of papers.

Brooklyn Law School, with approximately 1,000 students, who come from over 110 colleges and universities in various parts of the world, has one of the largest enrollments of any law school. Tuition is \$240 annually for a three-year course, \$160 annually for the first two years of the four-year evening course and \$200 annually for the last two years.

A technical journal, the *Brooklyn Law Review*, is published quarterly, while the *Justinian*, a monthly, is devoted to school and alumni news and current events of legal significance.

Two floors of the Woolworth Building at 233 Broadway house the facilities of the FORDHAM UNIVERSITY SCHOOL OF LAW (founded in 1905). Although administered by Catholic churchmen and laymen, students of all creeds are admitted.

Fordham Law School conducts morning and afternoon sessions requiring three years of study for an LL.B. degree, and an evening session which takes four years. A student once registered in one division cannot transfer to another. The case system of study is used, and trial practice is developed as elsewhere with the help of moot courts. The law library of 22,000 volumes affords ample reference material. Tuition is \$240 yearly in the day school, and \$160 yearly the first two years and \$200 thereafter in the evening school.

NEW YORK LAW SCHOOL, 63 Park Row, has operated since 1891 under a charter of the State. It was founded by

professors, of law favoring the system of instruction made famous by Theodore W. Dwight, Dean of Columbia Law School from 1858 to 1891. The principles underlying this system are: (1) "Elementary topics are studied before those which are more difficult and abstruse." (2) "The study of substantive law . . . precedes the full and comprehensive study of the law of procedure. . . ." and (3) "The student is instructed in the *principles* of law as illustrated by reported cases."

In 1938-39 several important changes were inaugurated. The analysis of problems in addition to the analysis of reported cases was made a part of the course of instruction for the purpose of bringing to the study of law a more realistic approach. Groups of students are given training in the practice of both civil and criminal law by special arrangement with the office of District Attorney Dewey and through apprenticeships in the office of the Legal Aid Society.

Among the trustees are Bainbridge Colby, Surrogate James A. Foley, and James W. Gerard, former ambassador to Germany.

Of the thousands of students who hurry through the busy corridors of New York University's Washington Square Center, many attend the SCHOOL OF LAW. Founded in 1835, it is the oldest law school in the city. In 1895 the Metropolis School was merged with it. There is a day division offering the full-time three-year course, and the evening or part-time division, requiring four years for the initial degree. Graduate courses are available.

Members of the New York University Law School faculty have organized the American Academy of Air Law, a national organization, incorporated in 1931, for the purpose of "coordinating the unrelated efforts of organizations and

individuals interested in the rational development of aeronautical and radio law." The academy promotes scientific research in the legal problems presented by this new phase of modern life. The *Air Law Review*, edited jointly by the New York University School of Law and the Catholic University Law School (Washington, D. C.), is the official journal of the academy.

Library facilities are unusual: the Washington Square library of New York University has some 50,000 volumes devoted to law. The late Gov. Charles S. Whitman of New York and Mayor Fiorello H. LaGuardia are among its celebrated alumni. Tuition is somewhat higher than at most schools, being \$320 annually for the three-year course, and \$240 for the four-year course.

ST. JOHN'S UNIVERSITY LAW SCHOOL, at 96 Schermerhorn Street, Brooklyn, is the youngest of New York's law schools (organized 1925). Exceptionally fine transportation facilities in this area make it convenient to the needs of the students, most of whom are residents of Brooklyn. For the student of law there is the additional convenience of important courts and other legal apparatus of Kings County.

Although conducted by the Priests of the Congregation of the Mission, a Catholic order, the school and its faculty are non-sectarian and its courses are similar to other schools approved by the American Bar Association. Part- and full-time programs, undergraduate and graduate courses, are available. Tuition fees are the same as at Brooklyn Law School.

BUSINESS AND PUBLIC ADMINISTRATION

Situated in the nation's financial capital, the New York schools of higher education have shown an unusually progressive spirit in developing commercial education to con-

form with the high scholastic standards in other collegiate fields. Their schools of business administration show a thorough appreciation of the conduct of economic life. Virtually every type of course involved in the ramifications of modern business may be found in the collegiate schools of commerce, many of them bringing the student into contact with leading corporations, merchants and business men.

COLUMBIA UNIVERSITY'S SCHOOL OF BUSINESS, located on Morningside Heights, is open to men and women who at the close of their sophomore year decide upon a commercial career. The two-year course leads to a B.S., with an additional two years leading to an M.S., and further studies to a Ph.D.

In his first year at the School of Business, the student is required to take accounting, banking, corporation finance, business law, statistics, marketing, and economic geography. In the second year, requirements are limited to a course in economics, permitting the student to select the remaining courses from a large list of electives. In graduate courses students are brought in contact with actual problems in large business establishments. The school also offers special courses for secretarial students. Scarcely an aspect of the complex modern business world, both domestic and foreign, is omitted from the curriculum. A special feature is the three-year course in accountancy, supervised by a committee from some of the nation's leading accounting firms.

Columbia's Business School is undoubtedly among the two or three ranking institutions of its kind in the country. Its students have the use of resources belonging to one of America's largest universities. For example, the business library alone contains 48,000 volumes, including more than 2,300 items in accountancy and over 360 drawers of annual reports, bond indentures, descriptive circulars, and news-

paper clippings pertaining to 500,000 corporations. Fees are \$380 annually.

At NEW YORK UNIVERSITY'S SCHOOL OF COMMERCE AND GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, located in Washington Square and at 90 Trinity Place, the student seeking a commercial career can find well-planned courses of study to fit any specialty, offered by an institution which enjoys the utmost confidence of the city's business community. As the university itself affirms, "It is a private institution (virtually supported by fees alone) governed by a council of leading citizens, alumni, and non-alumni. It is best known, perhaps, for the practicality of its program and outlook."

The curriculum of the undergraduate college (the School of Commerce, Accounts, and Finance) leads to a B.S. degree. It is vertically arranged and roughly balances work in non-professional or cultural fields and professional business subjects throughout the four years of study. For evening school students the same course of study is extended over a six-year period.

The Graduate School of Business Administration which grants the degrees of Master of Commercial Science, Master of Business Administration, Doctor of Philosophy and Doctor of Commercial Science, offers training in the broader aspects of economics and business administration as well as general problems of business enterprise. The university emphasizes cooperation with important business organizations which gives the student practical experience as well as broad training. The program of work is organized to permit study while employed. The location of the school at 90 Trinity Place has been chosen for its accessibility to the financial district which affords a laboratory for first-hand study of business conduct.

For college graduates without a commercial education, the Master's course requires the equivalent of two years, full time; for graduates of university schools of business and proper background, one year. For the Ph.D., requirements are not less than three years of advanced study. The D.C.S., which requires three years of graduate work, is designed for executives and teachers of business subjects. Tuition is calculated on a basis of \$11 a point.

The SCHOOL OF RETAILING OF NEW YORK UNIVERSITY at Washington Square offers a one-year course leading to an M.S. in Retailing. Undergraduate students in other divisions of the university may take their major at this school.

Store service privileges are offered to graduate students which permit them to do remunerative work in the afternoon in local stores. Candidates for the Master's degree may specialize in buying and marketing, personnel and store management, advertising and publicity, and accounting and control.

The GRADUATE DIVISION FOR TRAINING IN PUBLIC SERVICE OF NEW YORK UNIVERSITY, Washington Square, is an autonomous division under the control of the University Commission on Graduate Work. The division held its first sessions in 1938, offering a two-year course in public service leading to the degree of Master of Public Administration.

The division was organized in the belief that the American governmental structure needs specially trained personnel. Typical courses offered are: the state and modern society, principles and problems of public administration, and organization and administration of the City of New York. In addition, there is a course in field work, providing actual practice in federal, state, or municipal departments.

In its Division of General Education, New York Uni-

versity offers non-degree courses in public service for which there are no formal entrance requirements.

The SCHOOL OF BUSINESS AND CIVIC ADMINISTRATION OF CITY COLLEGE was established in 1919 and is now housed in a sixteen-story building on Lexington Avenue and 23d Street. This branch, which in 1938 had an enrollment of approximately 13,685, in day and evening sessions, stresses the close relationship between private and public business. "The curricula have been arranged to insure skill in workmanship on the one hand and broad citizenship on the other." Day and evening courses are offered, leading to Bachelor and Master of Business Administration degrees.

A summer session was established in 1917 as a war measure, and it has continued to be a popular feature of the downtown school. The number of hours of required attendance a week is twice that of the regular academic session. The teaching staff is supplemented during the summer by recruits from other institutions.

In addition to the regular business curriculum, the downtown branch offers courses in history, education, languages, hygiene, journalism, music and art, social and natural science, and military science. Fully matriculated students who must be bona fide residents of the city are admitted free; others must pay \$5.00 a point, except for government employees, who pay \$2.50.

FORDHAM UNIVERSITY'S SCHOOL OF BUSINESS, 233 Broadway, was founded in 1920. The first classes were in accounting, business law, and business English. In 1927 a full B.S. degree course in accounting was inaugurated and since September 1937 the school has offered courses leading to the degree of B.S. with majors in five fields of business specialization. Here, too, the day course takes four years, and the evening six years. The curriculum embraces the essentials

taught in all major business schools. Being part of a Catholic university, the teaching of religion is included. The program leading to a degree is equally divided between the liberal arts and commercial subjects. This school is not co-educational. Annual fees are \$250 for day, and \$200 for evening students.

MANHATTAN COLLEGE'S SCHOOL OF BUSINESS, at Spuyten Duyvil Parkway and Van Cortlandt Park West, offers a four-year course leading to the degree of Bachelor of Business Administration, especially designed to prepare young men (women not admitted) for careers in business as a background in the legal profession. The degree is acceptable for entrance to accredited law schools.

Religion is part of the general business course of this Catholic college. Tuition is \$280 annually. Room and board for students residing on the campus are \$450.

ST. JOHN'S UNIVERSITY SCHOOL OF COMMERCE, situated in the university's new building at 96 Schermerhorn Street, Brooklyn, offers B.B.A. and B.S. degrees. Its primary object is "to develop efficient and practical students for accounting, business, teaching, and banking professions." The curricula are about equally divided between academic, cultural, practical, and professional subjects, in accordance with the regulations of the Board of Regents of the University of the State of New York. To students who wish to specialize in accounting the school offers courses leading to a Certificate in Accountancy. The day program leading to the Bachelor's degree takes four years, evening courses five years. Tuition is \$144 a semester for full-time work (18 points), and \$96 for part-time work (12 points).

JOURNALISM

Thirty or forty years ago a few people who saw the coming of a new era in American journalism coincident with a

broadening conception of the place of the newspaper in the modern world, were responsible for a new approach to journalistic training. No longer could newspaper writing be left to the accidental method of letting copy boys take the place of reporters and reporters take the place of rewrite men. The journalist had to come well prepared for his exacting task and be answerable to a new sort of reader. In the vanguard of this movement were the New York collegiate schools. In fact, the first school of journalism in America was established at Columbia University through the generosity of an editor who made newspaper history himself, Joseph Pulitzer, founder of the old New York *World*.

COLUMBIA UNIVERSITY GRADUATE SCHOOL OF JOURNALISM, Broadway and 116th Street, was opened in 1912. Instruction at first was on a four-year basis, when professional training began in the sophomore year. Dr. Talcott Williams, associate editor of the *Philadelphia Press*, was the first director. After 1917 the school required an additional year of college work as preparation for the professional course. In 1919 Dr. Williams was succeeded as director by Dr. John W. Cunliffe. Since the latter's retirement in 1931, Dr. Carl W. Ackerman has been dean. In 1932 the entrance requirements were increased to three years of college work, and in 1935 the school was elevated to graduate status.

Courses are so arranged as to teach the students only the subjects necessary for the writing and editing of a newspaper. Other forms of writing are taught in other divisions of the university. Completion of the one-year course leads to an M.S. degree. Women are admitted, but in numbers proportionate to the potential opportunities in a profession already overcrowded.

Among members of the faculty are Walter B. Pitkin, author of *Life Begins at Forty*, Henry F. Pringle, well-known

journalist, and Douglas S. Freeman, biographer of General Robert E. Lee. Tuition is \$380 for the year.

At NEW YORK UNIVERSITY the Department of Journalism is a subdivision of the School of Commerce. It offers a four-year day and a six-year evening program, consisting of journalistic and allied courses in the writing field, leading to a B.S. degree. Students in Washington Square College may also major in journalism in connection with the B.A. degree.

At LONG ISLAND UNIVERSITY, 300 Pearl Street, Brooklyn, the course offered in journalism constitutes part of the regular English major. The newspaper *Seawanbaka* is published to furnish practical experience in newspaper work under trained supervision.

At HUNTER COLLEGE, Lexington Avenue and 68th Street, there is a group of "Specialization Courses" which includes a pre-journalism course. This course combines the broad general culture of the liberal arts curriculum with a foundation for work in newspaper and other publication fields, advertising promotion and public relations.

SOCIAL WORK

Although an ideal conception of social work would be one that endeavors to assist maladjusted individuals, rather than supervise the dispensing of money to the indigent, the depression has created a need for workers whose skills are more employed in the latter than in the former function. However that may be, schools of social work have been inundated with applicants clamoring for admission, and the three institutions of this kind situated in New York have taken important steps to meet new conditions.

The first systematic social work training in the United

States was a six-weeks course arranged by the New York Charity Organization Society in the summer of 1898. This was considered a radical departure (which indeed it was), and its sponsors were criticized in many quarters. However, they forged ahead, and in 1904 a school was organized, the New York School of Philanthropy, offering a year's course. Later, a second year was added, and the name was changed to the New York School of Social Work. Successful in its pioneering endeavor, the New York School provided the incentive which led to the establishment of similar schools in Boston, Chicago, and other places. Colleges and universities soon began to offer courses in social service, and today there are thirty-six recognized schools of social work in the country.

The NEW YORK SCHOOL OF SOCIAL WORK, at 122 East 22d Street, is undoubtedly still the leading institution of its kind in the country. It trains, and has trained, a large number of the social workers now found in supervisory and field positions in public and private agencies. A Bachelor's degree is required for admission, but this must include at least two years of distinctly academic work as well as twenty semester hours in social and biological sciences. Mere presentation of a degree is not sufficient cachet for admittance. The applicant is chosen on the basis of intellectual ability, health, social adjustment, "interest in and liking for people, and a capacity for readily established relationships with people."

A combination of courses in various phases of social work, field practice in social agencies, and the writing of a thesis, make up the school's regular six-quarter program, at the completion of which a diploma is granted. Extension courses, which carry no credit, are offered from time to time to meet the special training demands of social workers in and near New York City. Placement of its graduates is an integral

part of the school's function; for this purpose close cooperation is maintained with the Joint Vocational Service.

Among the faculty are outstanding specialists in social case work, community organization, medical social work, mental hygiene, public welfare, and various allied fields. Tuition for the diploma program is \$750, while a number of scholarships for full and part tuition are awarded.

The GRADUATE SCHOOL FOR JEWISH SOCIAL WORK, at 71 West 47th Street, formerly the Training School for Jewish Social Work, was organized by the National Conference of Jewish Social Service in 1924. In 1925 it was chartered by the University of the State of New York.

Although the basic principles may be the same for all types of social work, the Jewish School believes that special training is required for an understanding of the peculiar problems and background of the people with whom Jewish social service is concerned. It trains a considerable number of the personnel for Jewish agencies throughout the country. A number of its students are also found in many public agencies.

The school offers three courses of study, leading to a certificate awarded after six quarters of work; to a Master of Social Science degree, which is granted to certificate holders upon completion of a thesis; and to a Doctor of Social Science degree, requiring three years of work (two of them in residence) and three years of field experience.

Extension courses are offered for professional social workers and volunteers in social agencies. Institutes of from two to six weeks' duration are organized during the summer for workers in the field. Some courses are given in cooperation with the New York School of Social Work, while close relations are also maintained with the Jewish Welfare Board, some of whose members are on the faculty. Tuition

for regular students is \$50 a quarter, for part-time students in proportion to the amount of work taken.

The FORDHAM UNIVERSITY SCHOOL OF SOCIAL SERVICE (Woolworth Building), although conducted under Catholic auspices, admits persons of all faiths. It believes that "social work education is susceptible of genuine enrichment on its ethical and spiritual side," and hence stresses ideals and objectives in line with the teachings of the Church.

Fordham is a graduate professional school, with a two-year program leading to a diploma in social work. (For an M.A. degree additional requirements are prescribed.) It prepares in the main for social case work in the fields of family welfare, public relief and assistance, child care and protection, medical social service, probation and parole, and psychiatric social work. There are also courses in labor problems, social work and religion, community organization, social research and social security. Tuition is \$300 annually for full-time enrollment; for part-time students the rate is \$12.50 a credit point. The school conducts an extension program of evening courses for staff members of social welfare agencies.

TEACHER TRAINING

Teacher training includes both undergraduate and post-graduate study. There are schools in New York City which specialize in the former, and colleges which give appropriate courses for both types of students.

Columbia University, New York University, Pratt Institute, St. John's and Fordham universities, City College and Hunter College provide training in numerous branches of pedagogy within the framework of a large college or university. The Ann-Reno Teachers Training School, the Co-operative School of Student Teachers, the Froebel League,

and the Mills Training School for Kindergarten and Primary Teachers, are smaller institutions offering somewhat more specialized training in the educational field.

TEACHERS COLLEGE, Broadway and 120th Street, was founded in 1888, and became a part of the educational system of Columbia University in 1898. By an agreement in 1915 the president of the university became *ex officio* the executive head of Teachers College with the powers and duties of president as defined by the statutes of Teachers College. The college is recognized as a faculty of the university, under the administrative charge of the dean of Teachers College, but it maintains its separate corporate organization, with a Board of Trustees assuming entire responsibility for its maintenance.

Teachers College is a vast institution, with a faculty of approximately 421 and an enrollment of about 6,000 in 1938-39. Since its foundation it has undoubtedly exercised greater influence on American education than any other teacher-training institution. Under the guidance of Dr. James E. Russell, former dean, and his son, Dr. William F. Russell, the present dean, it has sent forth thousands of teachers, principals, supervisors, and administrators to the school systems of the United States and foreign countries. At the present time, although several institutions have arisen to challenge its supremacy in many respects, it can be asserted without exaggeration that, in the words of Harry Elmer Barnes, Teachers College provides "a more thorough and realistic introduction to the problems of modern society than any general college or university in the United States."

The work offered by Teachers College may be divided into five categories: (1) foundations of education; (2) the

organization and administration of education; (3) guidance; (4) instruction (including curriculum and supervision on all levels); and (5) nursing education. For admission to undergraduate standing the student must have completed two or three years in an approved normal school or college, and have had at least two years of teaching or professional experience. Graduate students should have an acceptable degree from an approved institution. Most of the courses are given in the afternoon, evenings, and on Saturday mornings to accommodate students teaching in the metropolitan area. A large proportion of the summer session students come from outside the metropolitan area.

Courses in Teachers College can be completed with the degrees of B.S., M.A., M.S., Ph.D., and Ed.D. In 1935 the Advanced School of Education was established to provide opportunity for a select body of students of education to study in close association with members of the faculty and with one another. The student body is limited to those who are doing doctoral or post-doctoral work.

Teachers College has several laboratory or demonstration schools to supplement its instruction, namely, the Horace Mann School for Girls and Horace Mann School for Boys, for observation and experiment; Speyer School for the gifted and retarded, organized under the Board of Education of New York City; and Lincoln School, conducted as an experimental school, primarily in the field of curriculum.

The guidance, curriculum, statistical, and metropolitan area laboratories provide unusual opportunities to students of Teachers College for cultural and professional development.

Numerous publications of importance to teachers and school administrators are issued by the Bureau of Publications of Teachers College.

NEW YORK UNIVERSITY'S SCHOOL OF EDUCATION (Washington Square) became part of the college in 1890. At first called the School of Pedagogy in New York University, it assumed its present name in 1921. Like Teachers College, its growth has been noteworthy. In 1921 it had an enrollment of 121, in 1938 more than 10,000, including part- and full-time students.

The curriculum of this institution has expanded over pretty much the same area as that of its friendly rival on Morningside Heights. Similarly, it has a graduate and undergraduate division and offers, in addition to the B.S. and M.S. degrees, two types of doctorate, so that, within the compass of a teachers college, one can obtain a liberal arts or vocational education.

A separate unit, the Division of General Education, has been established to administer the extension work and adult-education programs of the several schools and colleges of New York University.

At ST. JOHN'S UNIVERSITY, 75 Lewis Avenue, Brooklyn, the Teachers College is a separate school within the university, offering late afternoon and evening courses. The curriculum in general pedagogy was installed in 1908. It has been steadily enlarged to meet fully the requirements of the New York State Department of Education, and to supply the pedagogical needs of teachers in service, prospective teachers and those desiring to qualify for professional certificates for general cultural purposes. A variety of courses are also offered for non-matriculated students. St. John's Teachers College, like the department of education at Fordham, is concerned with preparing elementary and secondary teachers for Catholic schools. Catholic theology and Catholic philosophy are naturally stressed in the curriculum of St. John's. Only undergraduate courses are given.

The SCHOOL OF EDUCATION OF THE COLLEGE OF THE CITY OF NEW YORK, 139th Street and Convent Avenue, offers B.S. and M.S. degrees in Education to women and men. It prepares both undergraduate and graduate students for the varied types of positions needed in a large system, and plays an important part in the in-service training of the city's teachers. Many of its graduates are found in teaching and supervisory positions in the city's schools.

The curriculum is grouped under the following major divisions: (1) general educational history and theory, (2) educational psychology and guidance, (3) educational tests and measurements, (4) methods of teaching in the elementary school, (5) methods of teaching in the secondary school, (6) school management and administration, (7) health education and physical training, and (8) trade education, continuation, and vocational schools. The school maintains an educational clinic which ministers to the needs of children, provides training facilities for psychologists, and demonstrates clinical procedures.

The Department of Education of HUNTER COLLEGE at Lexington Avenue and 68th Street, which trains a large number of the city's teachers, is now incorporated into the college curriculum, and is not a separate school. B.S. and M.S. degrees in Education are offered.

The municipal BROOKLYN COLLEGE, Bedford Avenue and Avenue H, Brooklyn, offers a large variety of late afternoon courses to students who wish to earn a B.S. degree in Education.

The SCHOOL OF EDUCATION OF FORDHAM UNIVERSITY, Woolworth Building, offers a program of studies in pedagogy leading to a Ph.D., M.A., or M.S. degree in Education. The latter degree requires no dissertation.

PRIVATE NORMAL SCHOOLS

Of lesser importance but of distinctive character are the small private normal schools scattered throughout New York City. They are devoted principally to the training of teachers for progressive private schools or kindergartens.

The FROEBEL LEAGUE SCHOOL at 112 East 71st Street was established in 1898 by a group of young society matrons, including Mrs. J. Pierpont Morgan and Mrs. Nicholas Murray Butler, as a kindergarten with one teacher. The teachers college evolved as a result of classes organized for young mothers who wished advice in rearing their children. In 1910 a two-year training department for kindergarten teachers was opened; in 1926 a third year was added and the techniques of elementary school teaching were included. Following a recent ruling of the Board of Regents, a four-year course covering childhood education was started in the fall of 1939.

The philosophy of education inculcated by the Froebel School is based on the activity program. Posture classes are a basic feature, and physical training is part of every student's schedule. Practice teaching is available at several progressive private schools and nurseries, while social service is studied at several children's health centers. Tuition is \$350 a year.

Originally affiliated with New York University, the MILLS TRAINING SCHOOL FOR KINDERGARTEN AND PRIMARY TEACHERS (established in 1909), 66 5th Avenue, offers a broad cultural education as well as professional training for teaching young children. The school's ideal is not only to develop teachers for the kindergarten and primary fields, but also to provide an excellent preparation for life in the home.

A four-year combined course of study, given in cooperation with the School of Education at New York University, leads to the B.S. degree in Education from the university. A one-year intensive course is given to college graduates. Tuition is \$375 annually.

The ANN-RENO TEACHERS TRAINING SCHOOL, at 32 West 86th Street, prepares for nursery school, kindergarten, and primary teaching, leading to a diploma at the end of three years, and a Bachelor's degree at the end of four. A rounded curriculum gives a diversified training for vocation, leisure, and parenthood. Tuition is \$300 annually.

The COOPERATIVE SCHOOL FOR TEACHERS, 69 Bank Street, takes its name from the cooperative teacher training program which the school conducts in association with four of the pioneer progressive schools—the Harriet Johnson Nursery School (69 Bank Street), the Little Red Schoolhouse (196 Bleecker Street), the City and Country School (165 West 12th Street), and Rosemary Junior School (Greenwich, Conn.). The Cooperative School offers a one-year course of professional training to those who wish to teach children from the ages of two through thirteen, with opportunities for observing and solving the problems met by different types of public and private schools: city, suburban, country day, and boarding schools. The program includes four days a week of direct experience with children as assistant teachers in cooperating schools, supplemented by Thursday afternoon to Saturday noon seminar and studio classes held at the Bank Street building. Second year students usually spend the full week in classroom teaching; their seminar and studio work is scheduled after school hours. Tuition for the year is \$360.

The SAVAGE SCHOOL FOR PHYSICAL EDUCATION, 454 West 155th Street, was originally incorporated in 1890 as the

New York Normal School for Physical Education. In 1914 it assumed its present title and was granted a charter by the University of the State of New York, the first school of physical education in the state to be so honored. In 1935 it became a non-profit institution. It offers a three-year course in all departments of health education, including the theory and practice of physical education and recreation.

There are three major schools which train teachers in Hebrew culture and education. The TEACHERS INSTITUTE OF THE JEWISH THEOLOGICAL SEMINARY, Broadway at 122d Street, offers a comprehensive course in Hebrew literature and history as well as Jewish ceremonials and culture. In cooperation with Columbia University, it is possible for students of Teachers Institute to obtain the B.S. (granted by Columbia University).

The JEWISH TEACHERS SEMINARY AND PEOPLE'S UNIVERSITY at 32 East 22d Street provides an intensive course in Hebrew and Yiddish language and literature, Hebrew and Yiddish history and philosophy, as well as general courses in psychology, education, music and public speaking.

The HERZLIAH HEBREW ACADEMY, 187 East Broadway, while it does not award degrees, is an old and respected institute for the training of Hebrew teachers.

LIBRARY SCIENCE

There are two library schools in New York City, the School of Library Service at Columbia University and the School of Library Science at Pratt Institute in Brooklyn. Both prescribe a comprehensive one-year course for the attainment of a degree. Both schools advise the student against attempting any part-time work during the academic year, as the course is intensive and the standards exacting.

The COLUMBIA SCHOOL OF LIBRARY SERVICE (South Hall, Morningside Heights) was established in 1887 under Melvil Dewey, college librarian, and originator of the Decimal System of classification. It was transferred to Albany two years later, when Dewey became director of the State Library, and in 1926 was again transferred to the university and merged with the Library School of the New York Public Library, organized in 1911.

Candidates for the various degrees are required to take a minimum of thirty points. Seven technical courses are prescribed for the B.S. degree, the rest may be chosen from thirty electives. The curriculum covers such diverse subjects as reading interests of adolescents, library work with children, publicity for libraries, music library administration, standards and values in contemporary fiction, history of the printed book, illustration of children's books, government publications, and county and regional library work. The five main fields of electives are: cataloguing and classification, public library service, college and university library service, school library service, and library work with children. Columbia, which is principally a graduate school, offers two graduate professional degrees, B.S. and M.S. A certificate course is also provided for experienced librarians. Tuition is \$380 for the course.

PRATT SCHOOL OF LIBRARY SCIENCE, 215 Ryerson Street, Brooklyn, is highly selective. Only twenty-five applicants are chosen each year. Persons who have an accredited college standing which includes two modern languages are admitted without examination. Applicants without a college degree who are active librarians are admitted upon examination. Tuition is \$300 a year, exclusive of \$60 for field trips.

HOUSEHOLD ARTS

PRATT INSTITUTE SCHOOL OF HOUSEHOLD SCIENCE AND ARTS, 215 Ryerson Street, Brooklyn, which has been teaching the domestic sciences since 1887, has day and evening, professional and non-professional, part-time and full-time courses. It is probably the premier school of its kind in the New York area, enrolling students who are interested in gaining a livelihood in the commercial and institutional fields, as well as students who wish to prepare for the job of successful homemaking. All programs of study are on a college level. Graduation leads to a certificate.

The full-time day courses are of five types: dietetics (two or three years); institutional management (one year); costume design (two or three years); dressmaking (one year); and homemaking. The latter is a comprehensive eight-month program in selecting, decorating, furnishing, and maintaining the home and its members.

Part-time day and evening work is offered in a multiplicity of practical and general fields—food, nutrition, dressmaking, sewing, clothing, family relations, physiology, textiles, public speaking, fashion and costume design, and others.

Fees for the various curricula are below the levels of Columbia or New York University. Full-time day courses range from \$150 to about \$200 a year, part-time day courses up to \$125, and evening courses \$9 to \$23 a subject for each term.

Education in homemaking and home economics at NEW YORK UNIVERSITY SCHOOL OF EDUCATION (Washington Square) has been organized to meet the needs of the following groups: (1) High school graduates who wish to teach or specialize in homemaking, become dieticians, or qualify as technicians, forewomen, and apprentice trainers in occu-

pations centering around dress design. (2) Normal school graduates who wish to become teachers. There are curricula leading to a B.S. for normal school graduates, or employed teachers who wish to supplement their education. (3) Teachers of homemaking who wish to qualify for the supervisor's certificate. (4) Practical homemakers who are interested in attaining greater proficiency. (5) Students in other divisions of the university who wish to minor in home economics.

The courses offered by TEACHERS COLLEGE (Columbia), 525 West 120th Street, in household arts and science are many and varied, and include: foods and cookery, home management and family life education, clothing and textiles, nutrition, family economics and housing, institution management, related art, related science, household arts education, and the like leading to the B.S., M.S., Ed.D., and Ph.D. degrees, and also the following professional diplomas, "Teacher of Household Arts," "Supervisor of Household Arts," and "Manager of Residence Halls."

HUNTER COLLEGE (2 Park Avenue) offers a number of courses in home economics, consisting of principles of cookery, food for the family, clothing and textiles, family relationships, and home management.

ARCHITECTURE AND ENGINEERING

It used to be common in Paris to see students of architecture, many from New York, on their way to school trundling little two-wheeled carts piled high with blueprints and plans. Although this is not a familiar sight in the streets of New York, it should not therefore be supposed that the city is poor either in the facilities for such study or in students who earnestly grapple with the latest problems, graphic and technical, of these professions. Actually, New York, the very hub of streamlined modernity, the metropolis

of a thousand push-button luxuries, has come forward in recent years especially as a center for the study of architecture and engineering, the art and science which made its own mechanical beauty possible.

The professions of architecture and engineering may be studied at any of New York's large universities, where they form part of the general curricula.

NEW YORK UNIVERSITY has a School of Architecture and Allied Arts at 1071 6th Avenue. The chief courses offered are construction, interior architecture, decorative and industrial design, mural painting, and architectural sculpture. Applicants for admission must have a high school diploma. The degrees of Bachelor of Architecture and Master of Architecture (the one requiring four, the other five years) are granted. A four-year course also leads to a degree of Bachelor of Fine Arts. The evening session follows closely the methods and conditions of the day session.

NEW YORK UNIVERSITY'S COLLEGE OF ENGINEERING (University Heights, Bronx), one of the oldest and largest in the East, was founded in 1832. Large modern buildings such as the Sage Engineering Research Building, Bliss Laboratory Building, Nichols Laboratory for Chemistry, and Daniel Guggenheim Aeronautics Building, are noted for the completeness of their equipment. The newly erected Sanitary Engineering Research Laboratory is the largest at any educational institution in this country. The undergraduate day division is open only to men. The graduate division and the evening division are open to men and women.

Four years of resident study, or five under the cooperative system, may earn the student his degree of Bachelor of Civil, Chemical, Mechanical, Electrical, or Aeronautical Engineering. The School of Aeronautics, one of the few in the country, contains a complete auxiliary apparatus for aerodynamic

investigation, a shop for construction of wind-tunnel models and a full-flight instrument laboratory.

An innovation at New York University is a specialized two-year program in heating, ventilating and air conditioning engineering, leading to a Certificate of Proficiency in this field. Evening courses are given.

No less extensive are the opportunities for the study of architecture and engineering at Columbia University. The SCHOOL OF ARCHITECTURE is housed in Avery Hall on Morningside Heights. It has a faculty of about 20, offering the degrees of Bachelor of Architecture and Master of Science in Architecture. Avery Library contains 40,000 volumes pertaining to architecture, supplemented by 14,000 volumes on fine arts, 1,800 photographs, 21,000 lantern slides and many valuable models. Only students with two years of academic study at a recognized college are admitted.

Columbia University offers a Certificate of Proficiency in Landscape Architecture. Candidates for this course must be graduates of an accredited high school. Day and evening sessions are held.

COLUMBIA'S SCHOOL OF ENGINEERING (Morningside Heights) is one of the most comprehensive in the country. Students are admitted with two or three years of pre-engineering work, and can proceed to take a B.S. degree in engineering. In the senior year they are permitted to specialize in one branch of the profession. A professional degree at Columbia is granted only upon completion of a year of graduate study.

Columbia offers degree courses in Chemical, Civil, Mechanical, Electrical, Mining and Metallurgical Engineering, and an M.S. in Industrial Engineering and Mineral Dressing. Classes are usually rather small, in order to provide greater

individual instruction. Unusually extensive laboratories and apparatus are available.

An engineering school of prominence is conducted by the CITY COLLEGE OF NEW YORK, Convent Avenue and 139th Street. It offers four-year engineering courses leading to the degrees of Bachelor of Chemical, Civil, Electrical, or Mechanical Engineering, and five-year courses leading to the Master's degree. Admission is based upon a high school diploma and American citizenship. Evening courses are available. Tuition is free to residents of the city.

COOPER UNION, at Cooper Square, was founded in 1859 by Peter Cooper, famous ironmaster, as a free institution to provide "courses of instruction in the application of science and art to the practical business life." Accordingly, Cooper Union has given college instruction to more than 200,000 men and women in the eighty years of its existence, imposing no residence restrictions, and charging no tuition fees.

In the day and night engineering schools applicants are selected on the basis of competitive examinations. They matriculate for the Baccalaureate degree in Civil, Electrical, Mechanical, or Chemical Engineering. Graduates are awarded a professional degree upon the completion of four years of successful experience in their profession.

The PRATT INSTITUTE SCHOOL OF SCIENCE AND TECHNOLOGY, 215 Ryerson Street, Brooklyn, offers a four-year course in Mechanical, Electrical and Chemical Engineering leading to a Bachelor of Engineering degree. Students who complete the first three years of one of these courses are granted the institute's certificate and are qualified for employment in technical and supervisory branches of engineering.

Evening technical courses for men employed in industry

parallel day courses and include, besides the usual work, structural engineering. The evening school students number about 1,300 and include many types of technical workers, drawn from a wide occupational field, embracing manufacture, power, transportation, communication, and construction. Fees vary with the subject.

WEBB INSTITUTE OF NAVAL ARCHITECTURE, Webb and Sedgwick Avenues, Bronx, was founded in 1889 by the famous New York shipbuilder, William H. Webb, in order "to afford a free home for aged ship and engine builders, and to provide free education to worthy young citizens in the art, science and profession of ship building and marine engine building." So far has Webb's dream been fulfilled that the list of graduates from the institute would undoubtedly play a large rôle in any Who's Who of American shipbuilders, architects, and engineers.

Since tuition, board, lodging, books, and materials are free, and since marine architecture is a limited profession, Webb Institute maintains exacting requirements for admission. Applicants must be high school graduates between the ages of sixteen and twenty-one and must pass entrance examinations in six subjects—physics, algebra, plane and solid geometry, trigonometry, and English. The four-year course of instructions consists chiefly of mathematics, engineering, naval architecture, and marine engineering; also chemistry, English, economics and physics. No degree is given. In 1939 the institute had sixty-five students and a faculty of seven.

BROOKLYN POLYTECHNIC INSTITUTE, 99 Livingston Street, Brooklyn, is not only one of the leading technical schools in the country, but a venerable institution steeped in the best traditions of American education. The Brooklyn Collegiate and Polytechnic Institute, the parent organization,

was established in 1855. Degrees were not granted until 1871. In 1889 the name was changed to Polytechnic Institute of Brooklyn and the former science course was divided into courses in chemistry, civil engineering, and electrical engineering. Mechanical engineering was added in 1900, and chemical engineering in 1905. At present Brooklyn Polytechnic follows the custom of many engineering schools in granting a Bachelor's degree after completion of the regular course of study, and conferring the professional degree only after successful experience. In 1917 the secondary division of the school became a separate unit and was incorporated as the Polytechnic Preparatory Day School (see page 51), moving its campus to Dyker Heights.

The institute offers day and evening courses. The graduate school provides curricula leading to the Master's and Doctor's degrees in various branches of engineering, chemistry, and physics. Brooklyn Polytechnic specializes in two fields of research, electrical engineering and shellac investigations. The latter is supported by the United States Shellac Importers Association.

Tuition fees are about the average for collegiate technical schools. The day session grants a degree in four years; the evening session offers a flexible program which may be completed in from six to eight years.

THEOLOGICAL EDUCATION

Perhaps no American city offers greater opportunities than New York for first-hand acquaintance with the problems and work of the church and synagogue. The potentialities of 1,900 churches and synagogues, their administrative boards, missionary boards, missions and evangelistic activities, added to religious functions of all sorts, provide a tremendous field of study.

Of the Protestant and Jewish seminaries in New York, one belongs to the Episcopal, one to the Lutheran, two to Protestant interdenominational, and three to the Jewish faith. (The latter represent the orthodox, conservative, and liberal conceptions of Judaism.)

There are three Catholic seminaries in the New York area: ST. FRANCIS COLLEGE, Todt Hill, Staten Island, the SEMINARY OF THE IMMACULATE CONCEPTION, 187 Leonard Street, Brooklyn, and ST. JOSEPH'S SEMINARY, Dunwoodie, New York.

Study in the Protestant seminaries leads to the Bachelor's, Master's, and Doctorate degrees in Sacred Theology or Divinity, or Master of Sacred Music (given at Union Theological Seminary), while study in the Jewish schools leads to a Rabbi-Bachelor's, Master's or Doctor of Hebrew Literature degree. The education departments of certain seminaries, Protestant and Jewish, offer degrees of Bachelor, Master, and Doctor of Pedagogy, alone or in conjunction with Columbia University or New York University, with whom mutual cooperation and exchange of students has been effected. It takes three years to obtain a Bachelor's degree in the Protestant seminaries and four years in the Jewish.

Among Protestant seminaries, GENERAL THEOLOGICAL SEMINARY, Chelsea Square, is the oldest in New York City. Pursuant to a resolution of the General Convention in 1817, it was established as the official seminary of the Protestant Episcopal Church in the United States. The seminary was opened in 1819; the first building on the present site was completed in 1825, a donation of Clement Clark Moore, for many years Professor of Oriental Languages at the seminary.

The course of study offered by General Theological is unusually comprehensive, embracing Hebrew and cognate

languages, Old and New Testament exegesis, dogmatic theology, ecclesiastical history, pastoral theology, Christian apologetics, Christian missions and ecclesiastical music.

In 1937-38 there were 128 students, representing thirty-nine dioceses and seventy colleges and universities, instructed by a faculty of twenty-seven. The library, one of the largest of its kind, contains about 100,000 volumes. Tuition is free.

The largest Protestant seminary in New York is UNION THEOLOGICAL SEMINARY, Broadway and 120th Street, opened in 1836. Its founders were liberal Presbyterians whose aims were "to provide a theological seminary in the midst of the greatest and most growing community in America, around which all men of moderate views, and feelings, who desire to live free from party strife, and to stand aloof from all the extremes of doctrinal speculation, practical radicalism, and ecclesiastical domination, may cordially and affectionately rally." The seminary has well fulfilled this purpose. At present the Baptist, Congregational, Evangelical, Reformed, Lutheran, Methodist Episcopal, Presbyterian, and Protestant Episcopal churches are represented on its faculty and board of directors, while the student body belongs to more than twenty-five different Christian denominations.

Union is noted for its high standards of scholarship and research. The seminary grants degrees in theology (Bachelor, Master, and Doctor); students may work under the direction of its faculty in certain fields for academic degrees from Columbia University. Its courses are open to graduate students enrolled in the university. In fact, Columbia University recognizes the B.D. of Union as satisfying half the minimum two years' residence for the Ph.D. Unusual features at Union are its School of Sacred Music,

its emphasis on practical theology, and on Christianity in its world-wide applications. Tuition is \$150 a year.

In close but unofficial relationship with Union is the Union Settlement, founded in 1895 in the crowded upper East Side (104th Street) by the Alumni Club.

The other Protestant interdenominational school in New York is THE BIBLICAL SEMINARY, 235 East 49th Street. Originally called the Bible Teachers College, it moved to New York in 1901 from Montclair, N. J.

The distinguishing feature of The Biblical Seminary is, as the name implies, the place accorded to Biblical study. By a process of unification of the curriculum, about one-third of the total hours necessary for graduation are given to intensive Bible study. More than 6,000 students, many of them missionaries, have studied in The Biblical Seminary since its founding.

HARTWICK THEOLOGICAL SEMINARY, 83 Christopher Street, is maintained by the Lutheran Synod. Graduate and undergraduate departments are maintained.

It is not surprising that of the five major Jewish seminaries in the country, three should be located in New York with its Jewish population of almost two million, nearly half that of the country. The Jewish seminaries of New York represent all types of Judaism. The Rabbi Isaac Elchanan Theological Seminary is considered representative of orthodox Jewry, Jewish Theological of conservative, and the Jewish Institute of Religion of reformed or liberal Judaism.

RABBI ISAAC ELCHANAN THEOLOGICAL SEMINARY, Amsterdam Avenue and 186th Street, was incorporated in 1896, later absorbing the Yeshiva Etz Chaim, established in 1886. Since its incorporation it has ordained 168 rabbis who compose a large group in the Rabbinical Council of America,

the rabbinical body of the Union of Orthodox Jewish Congregations of America. Tuition is free.

The JEWISH THEOLOGICAL SEMINARY OF AMERICA, Broadway at 122d Street, is one of the leading institutions of rabbinical scholarship in the Western world. Since its organization in 1887 it has accorded welcome to many great teachers and savants. Alexander Kohut, one of the first teachers at the seminary, was a renowned Persian scholar and editor of the *Aruch Completum*, the foremost Talmudic dictionary. Dr. Solomon Schechter, the second president of the seminary, was recognized as the foremost rabbinical scholar of his time.

In the Jewish Theological Seminary's library (unparalleled in America for its Hebraic collection) are some of the world's rarest incunabula and medieval art objects. To date the seminary has graduated more than 300 rabbis. One of its alumni is at present Chief Rabbi of the British Empire. Outstanding on its faculty are Dr. Cyrus Adler, president; Louis Ginzberg, professor of the Talmud; Alexander Marx, professor of history; and Dr. Louis Finkelstein provost and professor of theology. Tuition is free.

The JEWISH INSTITUTE OF RELIGION, West 68th Street, was founded in 1922 by Rabbi Stephen S. Wise, as a liberal training school for the Jewish ministry. All interpretations of Judaism, orthodox, conservative, reform, Zionist, and non-Zionist, are expounded in the classrooms, and both faculty and students are free to choose whichever concept they wish to believe. Since its founding more than 100 rabbis have been ordained. Tuition is free.

POSTGRADUATE EDUCATION IN THE SCIENCES AND HUMANITIES

In America the undergraduate college has always been the nucleus around which professional and graduate schools

developed to form universities. New York's universities have followed this traditional line of growth in all cases but one, that of the University in Exile, otherwise known as the Graduate Faculty in Political and Social Science of the New School for Social Research. This is not, in the conventional sense, a university, but an independent faculty of scholars connected with the New School for Social Research.

The principal requirements for a Master's degree are virtually the same at Columbia University, New York University, St. John's University, Fordham University, Hunter and Brooklyn Colleges, and the University in Exile, although particular specifications vary somewhat from college to college, and according to the candidate's field of specialization.

A Bachelor's degree in arts, letters, science or philosophy from a college in good standing, a Baccalaureate degree from a professional school, or a comparable foreign degree, is a prerequisite to the Master's candidacy. No New York institution will grant a Master's degree in art, science or social science in less than one year; the maximum time limit allowed for the completion of work for a degree is set at five years by St. John's and Fordham, three by New York University, and is unspecified by Columbia, the University in Exile, and Brooklyn College. Candidates for a Master's must take a comprehensive examination, oral or written, depending on the requirement of the university, and must usually submit a dissertation.

The requirements for a Doctor's degree are considerably more rigorous. In addition to the usual minimum of sixty graduation credits, a reading and speaking knowledge of two foreign languages is ordinarily required. The two most formidable hazards are the oral examination, covering the candidate's entire field, and the dissertation in his specialty, which he is usually required to defend before a faculty com-

mittee. A Doctor's degree may be taken in from two to ten years, depending on the regulations of the particular university. The work done for a Master's may be credited toward a doctorate, and a certain amount of work done at a university other than the one granting the degree is usually acceptable under conditions which each university specifies.

With about 3,000 students in its non-professional graduate schools and more than 200 teachers, COLUMBIA UNIVERSITY has the largest graduate school in New York. It offers graduate work in Oriental, Semitic, and Eastern European languages, as well as in fine arts, archaeology, literature, history, sociology, economics, and music. Students at Barnard, which does not have a separate graduate school, can proceed to graduate work at Columbia.

NEW YORK UNIVERSITY'S GRADUATE SCHOOL offers advanced courses to holders of a Baccalaureate degree from an approved college. Its work is conducted in several places: in the university buildings at Washington Square, on the campus at University Heights, at the College of Medicine, at the Institute of Fine Arts, the Frick Art Reference Library, the J. Pierpont Morgan Library, and the Metropolitan Museum of Art. The university maintains, in addition to the Washington Square library, the University Heights library, which has excellent collections in German, Semitics, classics, and French history.

The Graduate School has divided its curriculum into six groups: languages and literature; philosophy and psychology; social sciences; fine arts and music; the mathematical and physical sciences; and the biological sciences. The degrees offered are those of Master of Arts, Master of Science, and Doctor of Philosophy. Requirements for these degrees

conform to the standards of the Association of American Universities.

BROOKLYN COLLEGE grants only the Master's degree. The curriculum includes education, English, German, French, biology, chemistry, geology, mathematics, physics, economics, history, and government. The graduate division, unlike the undergraduate, is not free, but charges tuition at the rate of \$5 a point. Brooklyn's Graduate School offers no fellowships or scholarships.

HUNTER COLLEGE offers a Master's degree in its evening and extension division.

Of the two Catholic graduate schools, FORDHAM is the older and larger. ST. JOHN'S, 75 Lewis Avenue, Brooklyn, opened its Graduate School in 1914, and has accepted candidates for the doctorate since 1933. It conducts courses in natural sciences, mathematics, education, social sciences, ancient and modern languages, English and philosophy.

Fordham's graduate curriculum is more extensive than St. John's. It offers courses in classical archaeology, Greek, political philosophy and psychology. (The psychology department maintains college guidance and child guidance clinics, and a preschool nursery.) Both have well-developed education departments. Fordham has, in addition to its fine equipment for work in biology, chemistry, physics and psychology, a seismic observatory containing the largest seismic vault in the country. In physics, facilities for research in cosmic rays are offered with the original equipment and under the direct supervision of the discoverer of these rays. Tuition at both graduate schools is \$10 a point.

Unique among New York's graduate schools is the GRADUATE FACULTY OF POLITICAL AND SOCIAL SCIENCE (popularly known as the University in Exile), 66 West 12th Street, an

organization staffed by a small but highly expert number of German, Austrian, Italian and Spanish exiles, and accommodated in the building of the New School. It conducts courses and seminars leading to Master's and Doctor's degrees in the Social Sciences.

When, early in 1933, the Nazi government purged German universities of political and racial "undesirables," Dr. Alvin Johnson, director of the New School, conceived the idea of the University in Exile. He went to Europe and rounded up a staff of ten, all Germans, authorities in various branches of political and social science. After some difficulties and hazards, they arrived in New York and began the first term of the University in Exile in October 1933.

The particular function of the University in Exile is, to quote Dr. Johnson, "to synthesize the American and European methods of teaching and research in the social sciences, which are especially dependent on international cooperation because they draw their material from observation and need the range of observational material found in different regions and national systems."

The university offers two programs: graduate courses leading to the degrees of Master of Social Science and Doctor of Social Science, which are open to holders of a Bachelor's degree; basic courses and non-credit courses for non-matriculated students. The curriculum, the most specialized of any graduate school in the city, covers the fields of economics, sociology, political science and jurisprudence, philosophy and psychology. On fulfillment of the requirements prescribed by the Graduate Faculty, degrees are conferred through the University of the State of New York.

Chapter V

ADULT EDUCATION: CHIEFLY CULTURAL

LIVING IN A CITY teeming with cultural activities, the average New York adult is perforce "knowledge conscious." The incessant stream of metropolitan educational activities—lectures, forums, exhibits, demonstrations, recitals, adult education classes, and the like—make him acutely aware of weaknesses in his own background and inspire him with the desire to fill the gaps.

As a result, the various centers of adult education are thronged with people. Many of them wish to improve their acquired skills. Some are vaguely conscious of lost educational opportunities and are anxious to acquire "culture" with all its concomitant advantages. Others are college graduates, intoxicated with the love of learning. A few are callow youths and girls who dropped out of school at a premature age, and now belatedly seek a coveted diploma or degree.

The division of schools in the following chapters is made according to administrative lines and the type of audience which they attract. Workers, education speaks for itself—education designed for workers who in most cases ended their formal education in early adolescence. A similar audience, on the whole, patronizes the public evening schools, although most of them seek primarily to acquire the basic tools of learning rather than a rounded knowledge of the socio-economic environment. The WPA's audience is as

heterogeneous as the population itself, ranging from the illiterate foreign born to the college professor studying a hobby like ceramics. The democratic aim is to erect an educational structure for adults as well as children so comprehensive that none who knock will find the door closed. Toward this great goal educational New York is gradually moving.

As elsewhere in this book, no effort is made to achieve inclusiveness. The New York Adult Education Council, 254 4th Avenue, is the clearing house of information for adult educational activities in the metropolis.

I. UNIVERSITY EXTENSION

UNIVERSITY EXTENSION CLASSES attract students from all walks of life. More than any other department of our institutions of higher learning, extension divisions are the people's university. They attract clerks and laborers, as well as business men and housewives. Admission requirements are extremely flexible. Anybody beyond high school age, who has or has not a high school diploma, is admitted; the only prerequisite is the necessary ability to perform the work. Classes meet mainly after working hours; some in late afternoons or on convenient Saturday mornings. Occasionally weekday morning sessions are available. Extension students are a more earnest lot than the typical undergraduate. Teachers find them inspiring; they, on the other hand, demand of instructors solid educational pabulum.

On the whole, students who pursue their studies at extension schools may be divided into two classes—those who are disinterested in credits, and those who wish to qualify for academic recognition in the future and take courses leading to a high school diploma or college degree. The latter usually plan their attendance over a period of years; the

former take whatever courses are suitable to their moods or interests, seeking knowledge for its own sake.

Extension courses are offered by the leading universities and by auxiliary schools of high standing which follow closely the methods and standards of the universities.

COLUMBIA UNIVERSITY, 116th Street and Broadway, offers the most diversified program of extension courses in the city. Provision is made for both part-time and full-time students. The latter must present a high school diploma and subject themselves to guidance by a faculty supervisor. Those who do not pursue a degree may pick and choose among extension courses.

Instruction is offered in a wide variety of courses from agriculture, typewriting, cooking, persuasive speaking, to civil engineering and fine arts. Virtually every field of knowledge is represented, and if not already represented, a course may be inaugurated if the demand warrants it. A specialty is made of teaching English to foreigners.

Most of the courses are given at the Morningside Heights campus, but extramural classes are held at the Museum of Modern Art, the American Institute of Banking (233 Broadway), and the Metropolitan Museum of Art. In special cases the accommodating university will organize extension classes for social and commercial organizations in their own establishments.

The faculty includes not only a goodly proportion of the regular staff of the university, but a large number of men and women, prominent in particular professions or in public life, who teach exclusively in extension. In the latter category are such men as the philosophers Sidney Hook and Morris R. Cohen; Thurman Arnold, Assistant Attorney General of the United States; Rexford G. Tugwell, former Under-Secretary of Agriculture; Professor Walton Hamilton of the

Yale Law School; and Oliver LaFarge the novelist. Fees are \$12.50 a point for credit courses and \$10 a point for pre-collegiate and noncredit courses.

NEW YORK UNIVERSITY'S DIVISION OF GENERAL EDUCATION, 20 Washington Square North, offers no credit courses and therefore has no admission requirements. It includes a precollegiate department for students who are twenty-one years of age or older and who, lacking high school diplomas, are given an opportunity to complete their secondary education with a view to matriculating for a degree. While Columbia's extension division aims at diversity, that of New York University specializes in cultural courses intended for adults who are not interested in academic-degree credit. Its curriculum to a large extent "has been dictated by the expressed requirements of adult students who have come to this university for educational guidance in personal and social problems of the present day." There is a radio workshop, public service program, graphic arts division, a writing center, as well as science progress courses and special courses for women. Administration is in the hands of the adult education department of the university. Fees range from \$8 to \$30 a course. In certain cases individual lectures may be attended for \$1.25 each. Credit courses are offered in numerous centers spread over the States of New York and New Jersey.

The evening and extension division of HUNTER COLLEGE has developed from an enrollment of eighty-two at its founding in 1917 to about 5,000 at the present time. This division of the city's women's college is open to matriculated and non-matriculated students and offers four types of courses: (1) credit courses leading to the Master's degree, (2) unusual courses in teaching various subjects, (3) commercial

and secretarial non-credit courses, and (4) special courses leading to the Bachelor's or Master's degree.

The extension division introduces new courses in response to the demands of the community and individual students. Questionnaires are sent from time to time to such organizations as women's clubs, parents' and teachers' associations, civil service organizations and the like to ascertain the type of courses in demand. Classes meet in the Lexington Avenue building, at 2 Park Avenue, and in the Bronx and Staten Island centers. Tuition is \$5 a point; government employees are admitted at half-price.

CITY COLLEGE, in addition to its numerous degree courses, offers in its uptown division a number of special and unattached courses in the evening session only which do not carry credit. A fee of from \$7.50 to \$15.00 is charged. Special courses embrace building construction, English and public speaking, mathematics and physical training. Unattached courses are devoted to comparative literature, anthropological geography and statistics.

BROOKLYN COLLEGE offers a number of non-credit courses in the evening session to students who present evidence of satisfactory preparation for the specific courses they wish to take. Tuition is the same as at Hunter.

The NEW SCHOOL FOR SOCIAL RESEARCH, 66 West 12th Street, has been a pioneer in adult education of the less formal and traditional kind. It was founded in 1919 by Prof. Charles A. Beard and the late James Harvey Robinson, both of whom resigned from Columbia University during the war hysteria. Their main purpose was to establish a school which would furnish adults with instruction in the social sciences, in an environment especially conducive to the intercourse of mature minds.

The faculty has consistently been recruited from among the advanced guard in the social sciences, arts and humanities, and has included such men as John Dewey, Harry Elmer Barnes, Robert MacIver, Horace M. Kallen, Harold J. Laski, Joseph Wood Krutch, Kurt Koffka, Carl Van Doren, Joseph D. McGoldrick, Aaron Copland, Yasuo Kuniyoshi, and women like Olga Knopf, Karen Horney and Doris Humphrey. In recent years the curriculum has been extended to include practical courses in fine arts, dramatics, cinematography, ballet and music, in addition to basic courses in contemporary politics, economics, sociology, psychology, philosophy, history, and literature. Under the direction of Dr. Alvin Johnson the New School has stood as the symbol of liberalism in education. At present the school counts a number of distinguished exiles from totalitarian countries among its faculty.

Most courses are of fifteen weeks' duration. There are no entrance requirements and fees are generally \$12.50 for a course of fifteen sessions. Single lectures may be attended for \$1.

The YMHA, Lexington Avenue and 92d Street, offers non-credit courses chiefly for adults who have completed high school or college. There are four types of courses: seminars requiring intensive study of a special subject; unit courses, offering a brief orientation in fields of contemporary social importance; fine arts courses, with individuals participating in such activities as painting, sculpture, music, dancing, and dramatics; and vocational courses—stenography, typewriting, and bookkeeping. In addition, there are a school for parents, and a department of religious activities which gives instruction in Jewish philosophy and religion and in Hebrew and Arabic.

There are morning, afternoon, and evening sessions, and

a special concert, film, and drama series is offered. Course fees range from \$5 to \$15, a small additional charge being made for non-members of the YMHA; single lectures in the unit courses may be attended for fifty cents.

The HENRY GEORGE SCHOOL OF SOCIAL SCIENCE, 30 East 29th Street, specializes in the teaching of economics and social philosophy. As the name indicates, emphasis is placed on the doctrines of Henry George, although all schools of economic thought are taken into consideration.

The school offers adults the following free courses: fundamental economics, social problems, principles of international trade, science of political economy, philosophy of Henry George, economic basis of tax reform, expository writing, and public speaking. A teachers' training course is available to those who have completed the other courses and who desire to join the faculty on a volunteer basis.

More than 200 extension classes of the Henry George School are conducted throughout the country. There is also a correspondence division. The institution was founded by the late Oscar H. Geiger in 1932, and is financed by voluntary contributions.

The Extension School of the BROOKLYN INSTITUTE OF ARTS AND SCIENCES was founded in 1898 to supplement the work of its adult education division. It is now located in the Brooklyn Academy of Music on Lafayette Avenue and Ashland Place, Brooklyn. The extension school is especially popular with teachers who wish to meet the alertness credit requirements of the Board of Education. Fees range from \$7.50 to \$20.00 a course. Among the numerous subjects offered are art, photography, music, foreign languages, philosophy, literature, social problems, foreign affairs, and teaching methods.

TOWN HALL, 123 West 43d Street, offers a number of short courses for the business man or woman who wishes to keep abreast of economic and sociological issues.

MISCELLANEOUS CULTURAL SCHOOLS

On the fringe of cultural schools for adults in New York City are many institutions whose organization is less formal than the above but whose aims are somewhat similar, if more restricted. Noteworthy are the language schools and those which specialize in personality improvement.

The BERLITZ SCHOOL OF LANGUAGES, 630 5th Avenue, and 1 DeKalb Avenue, Brooklyn, is perhaps the best known among language schools. The school was founded about 1870 by Maximillian D. Berlitz, who believed that language should be taught by direct contact with the spoken and written idiom, rather than by the slow and painful process of teaching grammar, reading, and speech separately. How successful this revolutionary method has been may be judged from the fact that about 300 Berlitz schools are now operating in the principal cities of the world. Only native teachers are employed. Private or class instruction may be obtained in almost any language, Arabic, Chinese, Hindustani, Portuguese, Malay and Dutch as well as French, German, Spanish, and Italian. In fact, the Berlitz schools will endeavor to undertake instruction in any language spoken on the face of the globe. Classes of five to eight members meet two or three times a week. Morning, afternoon, or evening appointments for private lessons may be made.

The DALE CARNEGIE INSTITUTE OF EFFECTIVE SPEAKING AND HUMAN RELATIONS, 50 East 42d Street, part of a nationwide chain of classes, was founded by Dale Carnegie to meet the demands of adults for "re-education" in developing skills in human relationships; in getting along with

and influencing other people; and in speaking more effectively in daily business and social contacts, as well as on the public platform.

Dale Carnegie's course develops these skills and habits by drill methods rather than formal lecture or recitations. Two sessions are held at each meeting; the first around a dinner table under the supervision of two directors, the second in a classroom with an instructor in charge. Meetings are held in hotels and restaurants. The fee for the course of sixteen sessions is \$75. More than twenty percent of the enrollees are women.

ALMA ARCHER, 724 5th Avenue, offers to women a twenty-lesson course in "smartness and allure," covering such topics as grooming the body, foundation garments, secrets of color, selection of apparel, and etiquette for various occasions. Her course appeals to career women, and to those desiring to get or to remain married. Instruction is personalized. The fee for the course is \$30.

2. WORKERS' EDUCATION

NO MORE than a generalized picture can be given of the sprawling, uncoordinated system of workers' schools, covering many shades of political belief and a variety of occupational levels, from conservatism to left-wing radicalism, from the college trained social worker to the sewing machine operator. Each school or organization sets for itself a limited range and develops its program zealously. Classes may be held in shabby stores or in the dignified comfort of the New School for Social Research. But building facilities mean little—it is the zeal to learn, to improve oneself culturally and vocationally, that is significant. Most of the students who attend classes sacrifice a part of the little leisure they possess.

Education for workers in New York had its inception in the early nineteenth century with the founding of Mechanics' Institute in 1820. The establishment of Cooper Union in 1859 marked another milestone. In later years, local unions pioneered in the field and set the pace for similar movements in other American cities. By the end of the nineteenth century there appeared in New York City such institutions as the Bread Winners' College, which attempted to bring together the "world of culture and the world of labor." In 1906 the Rand School of Social Science was organized as a school for workers.

Five years later the Women's Trade Union League (still very active) began to issue pamphlets on various social questions and used them as a basis for discussion courses. When the International Ladies' Garment Workers Union, with headquarters in New York City, created in 1916 a permanent educational department, workers' education in America may be said to have come of age. Other unions followed suit; clearing houses of information were set up, and special labor "colleges" appeared.

These activities were undoubtedly given great impetus in New York by the presence in workers' organizations of thousands of European immigrants who brought with them a keen desire for education characteristic of the working-class of the Continent. Many early leaders of the workers' movement in New York held socialist views, which became a recognized part of workers' educational programs. Today, New York's wage-earners are more conscious than ever of their place in society, and increasingly welcome the chance of obtaining craft and cultural instruction at little or no cost to themselves.

New York's largest trade union, the INTERNATIONAL LADIES' GARMENT WORKERS UNION (Educational Depart-

ment, 3 West 16th Street) is well known for its unusual efforts to provide cultural and recreational opportunities for its members. It is estimated that about 16,000 members annually attend 300 classes in the metropolitan area, in addition to a larger number covered by "mass" education in demonstrations, concerts, theater parties, and other activities. ILGWU courses are not conducted in one central building, but are given in various union halls and in high school buildings. Study and discussion groups meet at the locals once a week for periods ranging from six to twenty weeks.

The New York locals have eleven educational directors. Classes are taught by union officers, progressive teachers, and college professors. No fees are charged, all expenses for education being undertaken by the locals and by the central education department of the union, which has a yearly budget of \$100,000, although only a part of this sum is devoted to the study courses. These include English, current events, citizenship, labor history, economics, journalism, and politics, as well as public speaking and miscellaneous cultural subjects. The cultural division conducts classes in music, choral work, dancing and dramatics, and its choral and instrumental music groups present a program yearly in Carnegie Hall.

An interesting feature of the union's educational work is its officers' qualification courses which must be taken by would-be candidates. The ILGWU publications list includes more than sixty items and in addition produces victrola records and films as oral teaching aids.

An interesting outgrowth of the ILGWU's cultural program is Labor Stage (39th Street at Sixth Avenue). One of its plays, *Pins and Needles*, has run two and a half years, toured this country and Canada, and has made the ILGWU familiar to millions of people who had never heard of it before.

Another union well known in New York for its interest in education is the INTERNATIONAL FUR WORKERS UNION, whose Joint Council maintains an educational committee at 250 West 26th Street. This union, with a much smaller membership than the ILGWU, has only a limited budget for educational work. In spite of this handicap, it has since 1932 provided steadily increasing facilities for its members, and now gives instruction to about 1,000 a year, while an additional 150 or 200 are enrolled annually in the special courses for executives, officials, and shop chairmen.

Besides courses in English and public speaking, the Joint Council offers classes in trade unionism, American history, and parliamentary procedure. Meetings are held once a week for an hour and a half during a three-month term. No fees are charged. Instruction is given by special lecturers as well as qualified teachers lent by the WPA Labor Education Division.

A remarkable instance of workers' education under unusual circumstances was furnished by the Furriers' Joint Council during the strike of 1938. With the fur industry in New York at a standstill while negotiations were proceeding, the Council organized special courses and programs in strike halls. Two to three hundred strikers met regularly to discuss trade union tactics, current labor problems, and similar subjects. The success of these classes led to the inauguration, during the January-to-May slack season, of a series of regular afternoon courses on similar topics.

A younger trade union which also engages extensively in education is the UNITED OFFICE AND PROFESSIONAL WORKERS OF AMERICA, CIO, 112 East 19th Street. Various cultural, craft, and academic subjects are offered; special attention is given to training for union leadership and advanced professional study.

Union members and invited lecturers serve as instructors, usually without compensation. The students are either union members employed in the various white collar occupations or, occasionally, unorganized workers coming within the jurisdiction of the union. THE BOOK AND MAGAZINE GUILD, a UOPWA local, for example, offers courses in various phases of writing and publishing, manuscript preparation, literary criticism, and book designing. The UNITED AMERICAN ARTISTS, a UOPWA local, offers courses in sketching and bauhaus. The AMERICAN ADVERTISING GUILD offers courses in copywriting and production.

In the field of workers' education, the NEW YORK WOMEN'S TRADE UNION LEAGUE, 247 Lexington Avenue, offers classes which, if not among the largest, are perhaps among the most original. This national organization was founded in 1903 as an outgrowth of the suffrage movement. Its classes were originally the only ones held under trade union auspices in New York. Today its membership comprises: (1) members of some eighty to eighty-five affiliated unions; (2) individual trade-unionists; (3) non-union or allied members, and (4) members of womens' union auxiliaries. Its activities include furnishing organizers to trade unions, sending delegations to lobby for progressive legislation, and various educational and advisory functions. The school and other activities are financed out of the league's general fund, augmented by an annual benefit and by gifts from trade unions and other sympathetic sources.

The league offers at its headquarters such courses as trade union tactics, labor problems and labor history, human beings and human society, current events, and written and spoken English. A special course in training for public affairs was evolved in 1938 for students (especially recommended by their unions) in search of a theoretical and practical

background for participating in public affairs from a labor point of view.

Tuition is \$1 a course for non-members; free to members.

The oldest workers' school in New York is the RAND SCHOOL OF SOCIAL SCIENCE, 7 East 15th Street, founded in 1906. Although not officially connected with the Socialist Party, the Rand School in early years had on its staff such eminent Socialists as Eugene V. Debs, Meyer London, and Morris Hillquit. The Rand School has never been specifically concerned with the indoctrination of a particular point of view, believing that workers' education "must go far beyond economics and politics. It must include everything which will help us to understand mankind and its struggle for a better life. It must include psychology, the natural sciences, the arts, history in its widest sense. On this account the Rand School has from the beginning offered a very wide range of subjects."

The school has recently inaugurated a Trade Union Institute primarily (although not exclusively) to train workers of the American Labor Party. In recent years, too, the school has stressed training for social workers, teachers, and club leaders. It has welcomed refugee scholars, and its list of guest lecturers include many prominent publicists, scientists, sociologists, and educators. Except for courses in Socialism, which are free, a fee of \$4.50 a course is charged.

Though the Rand School received some support from the estate of Mrs. Carrie D. Rand during its early days, it has at present no endowment. Its income is derived from student fees, from trade union donations, and from contributions of interested individuals. The school sponsors forums and week-end conferences, sends instructors to trade unions, and publishes pamphlets and books through the Rand School Press.

The WORKERS SCHOOL, 35 East 12th Street, established in 1923, has seen a steady growth in attendance during its fifteen years of existence, and is now said to be the largest labor school in the United States, with an average annual enrollment of about 10,000.

The political cast of the Workers School is the official line taken by the Communist Party, although both party members and non-Communists engage here in teaching and study. The wide scope of its program is indicated by a range of courses which include American and labor history, European labor history, trade-union practice and theory, labor journalism, principles of Communism, dialectical materialism, Marxist philosophy, money and banking, the Negro question, English, and public speaking. Even English courses are presented from the class point of view.

Many of the instructors are leaders in the working-class movement. The average course runs for three months, meeting for an hour and a half each week. Special texts adhering to Communist theory are often used. The average fee is \$3.50 a subject. The school sends instructors to a number of trade unions to train men and women for leadership in the labor movement.

The LABOR TEMPLE at 242 East 14th Street was founded in 1910 by the Presbyterian Church, not as a stronghold of any particular brand of philosophy, but as a center for free discussion and as an advocate of the rights of labor. It receives substantial financial support from the Board of National Missions of the Presbyterian Church. Classes in English, economics, psychology, and philosophy are offered.

The AMERICAN PEOPLES SCHOOL, in the fourth year of its existence as a self-supporting, cooperatively-run resident and community center, at 67 Stevenson Place, Bronx, receives its inspiration from the European folk schools.

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Its purposes are: (1) to enrich the lives of young adults, whose days are spent in earning a living, by cultural study, participation in the arts, and in recreation; (2) to further the understanding of democracy through actual experience in cooperative group living with people of varying religious, economic, racial, and educational backgrounds; (3) to serve as a cultural force in its community. Each resident student takes part in a lecture series on social and economic problems, in some creative activity, and in some phase of the actual running of the school. The residence fee of \$11 a week includes tuition, room, and board. It has accommodations for about thirty-five residents.

WORKERS EDUCATION BUREAUS

The AFFILIATED SCHOOLS FOR WORKERS, 302 East 35th Street, is an independent workers' organization, national in scope. Through its labor education service, it conducts experimental centers and teacher-training projects; sponsors conferences; provides technical and advisory services to workers' education groups; and prepares and publishes material for teachers and students, especially emphasizing method and content. Associated with the Affiliated Schools for Workers are four autonomous schools situated in various parts of the country.

The WORKERS EDUCATION BUREAU OF AMERICA, 1440 Broadway, was established in 1921 to serve as a clearing house of information and service agency for workers' education. Direction is vested in an executive committee on which the AFL has a majority vote.

The bureau assists workers in starting classes, arranges conferences, institutes, and summer schools. It publishes a monthly news letter, issues many pamphlets, books, outlines, and syllabi. The bureau has developed a series of radio

broadcasts on labor and economic problems. In addition to these multifarious services, there are a teachers' registry and a cooperative book service.

3. LECTURES AND FORUMS

IN THE CULTURAL LIFE of America, popular lectures and debates have always been dominant aspects. Since the days of the Pilgrims, the American people have cherished no prerogatives so dearly as the God-given rights of free speech and free assembly. In the national memory is deeply embedded the tradition of New England town meetings when the commoners stood up in public square and town hall and argued laws into being, and on at least one memorable occasion shouted out to a tyrant, loudly enough to be heard across the ocean and around the five continents, "No taxation without representation!"

Paralleling the tradition of uncensored public debate in America is that of popular lectures, where a man can have his say from the rostrum or dais. This form of public enlightenment came into prominence early in the nineteenth century with the establishment of lyceums, the first of which was formed in Millbury, Mass., in 1826 by Josiah Holbrook. The movement, which was largely devoted to cultural interests, spread rapidly. By 1834 there were nearly 3,000 lyceums throughout the country, and on their platforms appeared the most eminent publicists of the time, men like Ralph Waldo Emerson, James Russell Lowell, Henry Thoreau, and Oliver Wendell Holmes.

In the twentieth century the lyceums were largely supplanted by lecture bureaus which arranged itineraries and scoured the world for luminaries who had a message to propound, and who could be counted upon to attract American audiences. Numerous universities, religious organizations,

political bodies, and other groups devoted to the public weal instituted regular lecture series. In recent years the demand for this form of cultural pabulum has been enormous.

New York offers its adult population a larger menu of the forum and lecture type of education than any other American city. In warm, well-lighted McMillin Theater or Town Hall, in the drafty Great Hall of Cooper Union, in a rose-tinted Village cellar or Bronx synagogue, in a union hall east or west of the el, in a settlement house in the slums, thousands of citizens come to debate, argue, and discuss topics of greater or lesser importance. This is democracy in action. In these assemblies the foundations of our government are being continuously examined and, in the process, solidified. Indeed, this aspect of American life is becoming increasingly important for the world at large, since freedom is vanishing in many countries and a man's right to express his thoughts is becoming an exceedingly rare privilege.

SCHOOL FORUMS

Most of the universities and places of learning take off their caps and gowns in the evening and offer alert and intelligent adults a chance to sit and listen to the other fellow and, in turn, to give him a piece of their own minds.

Members of the INSTITUTE OF ARTS AND SCIENCES, affiliated with Columbia University extension, assemble informally on weekday nights in the McMillin Theater, 116th Street and Broadway, to hear discussions on interesting topics, and to participate in the question-and answer period which follows every lecture on a controversial issue. Membership, which is \$15 annually, entitles one to more than a hundred lectures, discussions, debates, and concerts. Famous publicists and literati, such as Jan Masaryk, the Rt. Hon. Alfred Duff Cooper, Vincent Sheean, Eve Curie, Lud-

wig Lewisohn and H. V. Kaltenborn, deliver their views within the course of the year on a diversity of topics: sociology, philosophy and psychology, world affairs, literature, travel, adventure and exploration. A specialty in the 1939-40 program will be a series of twenty Thursday evenings devoted to the subject "Life and Living in Our United States" with discussion by Lewis Mumford, H. L. Mencken, Maj. George Fielding Eliot, Mary Ellen Chase, Mrs. Franklin D. Roosevelt, and others.

Also situated near Columbia University is INTERNATIONAL HOUSE, 120th Street and Riverside Drive, whose 500 residents, chiefly mature students, come from all parts of the United States and more than forty foreign countries. Most important of the weekly gatherings is the Sunday supper program, open to residents and non-residents, at which a wide variety of speakers appear. Past schedules have included such diverse personalities as Jay Allen, Vilhjalmur Stefansson, Rockwell Kent, Dr. Hendrik Willem Van Loon and Edward Johnson. Midweek discussions in international affairs, social problems, and other topics, are also held, as well as regular week-end symposia on current events.

The BROOKLYN INSTITUTE OF ARTS AND SCIENCES, Academy of Music, Brooklyn, is a popular institution where membership dues are \$10 annually. Its annual program, from October to May, includes concerts, lectures, and round table meetings. These events are held regularly in the afternoon and evening, and frequently in the morning. Many of the institute's lectures are organized into a special series in order to treat major problems of the day in a comprehensive fashion. Among the lecture series to be given during 1939-40 are: "Foreign Affairs," "Changing Aspects of American Democracy," "Reason and Civilization," and "Contemporary Literature and Drama."

That popular trinity of New York City's social science schools, The New School for Social Research, The Rand School, and The Workers School supplement their curricula with forum discussions.

The NEW SCHOOL FOR SOCIAL RESEARCH at 66 West 12th Street is an institution of higher adult education in all branches, in which the lecture method prevails, with opportunity for questions and discussions at the end of each hour. There are also literary, art, music workshops, and seminars.

Occasionally the school holds forums on timely topics which present both sides of debatable issues. Attendance at single lectures is, however, permitted. The school "does not inquire whether a lecturer's private views are conservative, liberal, or radical. Neither does it undertake to restrict in any way his freedom of utterance."

At the RAND SCHOOL OF SOCIAL SCIENCE, a current events forum for political and social discussion is conducted by Elias L. Tartak on Thursday evenings. Speakers during 1938 included Emil Lederer, Eugene Lyons, and Hans Simons. On two weekly evenings of the season a lecture series entitled "What Does the Future Hold, Capitalism, Fascism, Socialism, or Communism?" was held.

The WORKERS SCHOOL schedules a series of lectures and forums on week ends during the fall, winter, and spring terms. Sunday evenings are devoted exclusively to an analysis of the news of the week. The speakers are preponderantly exponents of Marxian socialism. During 1938 such prominent Communists as Clarence Hathaway, Robert Minor, and James W. Ford discussed topics like anti-Semitism; the United Front in China; the Communist Party and the Intellectuals; and the Second World War and Democracy.

The Department of Social Philosophy of COOPER UNION, which was established in 1934 when the People's Institute

ceased to function after thirty-six years of service, offers a forum program of three separate courses free to the public. They are given on Sunday, Tuesday, and Friday evenings from the end of October to the last week of April in the Great Hall where Lincoln delivered his famous "Cooper Union Address" in February 1860. Some fifty speakers from many universities as well as from law, medicine, and other professions give stimulating lectures. For the 1938-39 season the Sunday evening course, "Adventures in Ideas," which was broadcast over WQXR, dealt with various questions in philosophy and social psychology; the Tuesday course with more immediate issues of war and peace; and the Friday course with the power of criticism as exercised in literature and the other arts. Dr. Houston Peterson, head of the department since the resignation of Dr. Everett Dean Martin in the summer of 1938, is in charge of the forum.

The larger museums of New York all offer interesting lecture series on topics that come within their field of knowledge. This aspect of education will be discussed in Chapter IX in the section entitled "Museums in Education."

The NEW YORK ACADEMY OF MEDICINE, 2 East 103d Street, offers an annual series of lectures to the laity on popular aspects of medicine.

NEIGHBORHOOD FORUMS AND LECTURES

Outside the zone of universities and schools, are a miscellany of neighborhood forums, sponsored generally by citizens' committees, libraries, political parties, churches, synagogues, and neighborhood clubs.

On the periphery of the academic institutions lies TOWN HALL, founded in 1894 as the League for Political Education and consecrated as "a meeting place, a clearing house for

ideas, a forum, a lyceum, a concert hall, a school, a college, and a memorial." Dignity and authority are Town Hall labels. A handsome exterior, thick carpets and polished platform furnish the atmosphere of the institution. Lectures are presented daily at 11 A.M. from early November through March. Membership for the series of more than 100 sessions ranges from \$18 to \$100. Limited membership is \$5. Each member is entitled to a ticket for the Thursday evening broadcasts of "America's Town Meeting of the Air," the weekly radio forum which now boasts a listening audience of three to five million. A typical lecture series at Town Hall is "American Democracy in Action," comprising discussions of problems of peace and war, domestic affairs, current history, interpretation of human relations, and the creative spirit in literature and science.

The COMMUNITY CHURCH OF NEW YORK, 550 West 110th Street, directed by the Rev. John Haynes Holmes, has adopted the motto: "Knowing not sect, class, nation or race, it welcomes each to the service of all." Dr. Holmes, who acts as chairman for the Sunday Community Forum, has attracted wide popularity for his tolerance and eloquence. Also on Sundays, at 5 P.M., smaller discussion groups are conducted under the auspices of the Social Action Committee. These activities are discontinued during the summer months, except for Sunday morning services.

The MUHLENBERG FORUM, the New York Public Library, 209 West 23d Street, sponsors discussion groups in philosophy and occasionally in other subjects such as economics, art, drama, music, and literature. The 1938-39 program featured a series of lectures by Prof. E. G. Spaulding of Princeton University on the philosophy of mind, and a discussion group on Aristotle's philosophy of science lead by Ernest A. Moody.

The GROUP, 285 Madison Avenue, is a small non-sectarian, non-propagandistic organization which meets every Sunday evening at 119 West 57th Street, and on Tuesday evening at the Hotel Peter Stuyvesant, 2 West 86th Street. For a small charge, the New Yorker may listen to publicists, writers, playwrights, or men of affairs who propound their views of a turbulent world.

UNION FORUMS

Open forums are a feature in the educational program of the FURRIERS' JOINT COUNCIL. More than 300 workers attend the forums which are addressed by prominent people. Along with the lecture, a program of general entertainment is often added. One of the unique procedures accompanying these forums comes at the end of the question period, when a motion from the floor or the platform to implement the conclusions of the discussion results in the passage of resolutions and the sending of telegrams of protest or approval.

From January to March, which is the slack season for members of the union, forums are held on Tuesdays and Thursdays at 2 P.M. During the busy season one forum a week is held. From time to time a monthly forum is conducted in the furriers' home neighborhoods. All these activities aim to carry out the motto of the educational department of the union: "Your union is a university of life."

Similarly, the INTERNATIONAL LADIES' GARMENT WORKERS UNION hopes through its forums and lectures to inspire members to implement union policies by direct action, such as contributing to foreign refugees or flood victims, resisting Fascist propaganda and participating intelligently in the life of the union and the community. The educational department of the union, 3 West 16th Street, acts as a service bureau to the various locals whose forums are autonomously

conducted. Outstanding in activity in 1938 were Local 22 with three forums on the CIO, attendance 3,600, and Local 117 with eighty-three lectures attended by 5,319 people. Most popular of the lecture series are the annual talks by Drs. Hannah and Abraham Stone on the hygiene of sex and marriage, given Thursday nights at the Labor Stage, 39th Street and 6th Avenue. Admission is free to union members.

ETHICO-RELIGIOUS ROSTRUMS

Socially conscious in great degrees, but more religious in nature, are the forums conducted by such organizations as the Bronx Free Fellowship, the New History Society, and the Ethical Culture Societies of New York and Brooklyn.

The BRONX FREE FELLOWSHIP, 1591 Boston Road, near 172d Street, Bronx, directed by the Rev. Leon Rosser Land, Unitarian, stands for civil liberties for all groups. Its Sunday evening lectures, preceded by simple, non-sectarian religious services, attract nationally known figures.

At the LABOR TEMPLE there is a Sunday night forum at which prominent speakers discuss the usual variety of subjects with emphasis on politics, labor problems, and religion. A current events forum is conducted by the Rev. A. J. Muste, director, on Thursday evenings.

The NEW HISTORY SOCIETY, directed by Mirza Ahmad Sohrab, represents an international movement, mystical in its tendencies, which "works for a United States of the World and a universal religion." Since its foundation in 1929, it has conducted free Sunday evening lectures on world problems at 110 East 59th Street. A few of the public figures who have spoken from its platform are Rabindranath

Tagore, Rabbi Stephen S. Wise, Dr. John Haynes Holmes and Oswald Garrison Villard.

4. PUBLIC ADULT EDUCATION

AN IMPORTANT SUPPLEMENT to the educational activities maintained by the Board of Education are the evening elementary schools, now about a century old. As the gateway to the continent, New York annually ingests a large number of foreigners. To adapt these newcomers to American life is the task assumed by this division of the public school system. Its goal is formulated in a seven-point program:

(1) *To reduce illiteracy.* Census returns show that New York harbors almost a quarter of a million illiterates.

(2) *To teach English to the foreign born.*

(3) *To develop citizenship through an activity program.* This means personal contact with American institutions of government—observance of the municipal government at work, attendance at trials, dramatizations in class—as well as textbook instruction.

(4) *To instill a feeling of national pride.* This goal is attained through the study of American history, institutions and occasional visits to national shrines—Mount Vernon, Arlington Cemetery, and Independence Hall in Philadelphia.

(5) *To develop tolerance and good will.* The directors of the evening schools affirm that “the ethical and political prejudices existing abroad have no place in the United States.”

(6) *To impart an elementary education.*

(7) *To prepare for higher schools.*

In connection with this program the Board of Education operates about forty-five evening schools, in public and private school buildings, in neighborhood and settlement

houses, in YMHA's and YWHA's, and in other quarters. Two hundred and ten day classes, from 9 A.M. to 5 P.M., offer courses in English and citizenship in all boroughs except Richmond (Staten Island) for the benefit of persons who cannot attend at night. The evening schools are open one hundred nights a year: Mondays, Tuesdays, and Wednesdays, 7:45 to 9:45. Completion of the common branch course with a minimum mark of 70 entitles the pupil to a diploma with which he can enter high school.

THE STUDENT BODY

The students are preponderantly women, most of them housewives. In the evening schools, the proportion of women to men is eleven to nine; in the day classes, more than ten to one. Enrollment in the evening schools and day classes in September 1938 was about 41,000. Of these about 30,000 were foreign born; forty-four percent were naturalized citizens, twenty-five percent declarants, and thirty-one percent did not have their first papers.

In ethnic composition the students formed virtually a microcosm of the world. The largest group of foreign born were Jews from Russia; next in order were Poles, Italians, Germans, and Austrians, with correspondingly smaller numbers from the Asiatic, African, and Latin-American countries. Natives of the United States, totaling about 6,000, were equally divided between Negroes and whites. Puerto Rico was represented by 1,150 pupils. In all, seventy-seven nationalities were embraced by the student body. It is interesting to note that more than sixty percent of the students were married and about sixty percent were employed in private industry.

A new and interesting group of students consists of educated refugees from totalitarian states. For them, special classes have been set up according to their needs and edu-

cational backgrounds. One of these classes, for example, devoted to students desirous of obtaining American medical licenses, contained fourteen general practitioners, eleven internes, six surgeons, three dentists, and about thirty specialists, including psychiatrists, pediatricians, gynecologists, a urologist, and a lung specialist.

AFFILIATES

Several agencies cooperate with the evening elementary division in executing its task. The WPA provides teachers. The museums of the city arrange special lectures and guided tours. Libraries and government agencies offer special facilities to students of the adult education division.

5. WPA ADULT EDUCATION

IN DECEMBER 1932, at the height of the depression, the Gibson Committee, a group of prominent citizens who solicited voluntary contributions for unemployment relief, offered public school authorities the free services of teachers on relief. This marked the modest, almost casual beginning of the present vast program of WPA adult education.

The teachers paid by the Gibson Committee were a boon to the school authorities, whose evening and continuation schools were being swamped with unemployed adults asking for vocational and cultural courses to occupy their time and prepare them for new jobs.

When the Gibson Committee's funds were exhausted, the CWA took charge of the program, transferring control in 1935 to the WPA. With the last change of management, a comprehensive plan of adult education evolved—the most comprehensive ever attempted in an American city—under Board of Education auspices.

The program developed out of a mass craving for educa-

tion and out of the government's desire to provide emergency jobs for thousands of unemployed teachers and college graduates. This much being conceded, teachers and administrators deserve enormous credit for making the project an indispensable part of New York education. The WPA suddenly popularized a term ("adult education") and a movement which had been developing rapidly if quietly for ten years. By April 1939 the enrollment had reached 128,000; and it is estimated that perhaps one out of seven New York adults have at some time enrolled for a WPA course.

Since courses are offered in the day and evening, both employed and unemployed persons are attracted to it. About fifty percent of the students are workers who seek to take advantage of the opportunity to improve themselves at no pecuniary cost. It is interesting to note that sixty percent of the students are from seventeen to thirty years of age, and that an equal percentage are high school and college graduates. The project has gone far beyond its original aims. In the words of the director, its objectives are, "a free rounded program of continuing education, adapted to various levels of adult interest, covering without credit elementary and advanced fields of study, vocational interests, the arts and social sciences, broadly and vitally conceived in their bearing on constructive citizenship."

A large percentage of the students belong to the "unfound generation"—young people who have recently finished school but cannot find jobs. Numerous cultural and technical courses offer them a chance to preserve and broaden skills learned in school.

At present (June 1939) WPA offers 500 courses, open to men and women above the age of seventeen. While no entrance requirements are fixed, it is assumed that the student will not elect courses for which he has an inadequate back-

ground. Every prospective registrant is interviewed by a counselor, who seeks to discover his educational interests, and on the basis of this information maps out an individual program. The range is from the most elementary instruction for illiterates, and citizenship service for aliens, to the most technically advanced courses in the arts and sciences. There are fifty-eight courses in foreign languages alone, including the major tongues of the world, not omitting Japanese, Sanskrit and Swedish. Music, art, and literature bulk large in the curriculum.

One of the most interesting features of the project is its naturalization aid program. Skilled advisers and instructors provide information about naturalization procedure, as well as instruction in English and civics. More than 3,000 refugees, among whom are doctors of medicine, of science, and of philosophy, are registered in this department. The project's Workers' Education Division supplies instructors to unions. There is also a household training program, which teaches girls to become maids and servants. About 250 students are enrolled in its six-week course. The rehabilitation program is especially designed to train members of home relief families for routine and clerical positions.

With the exception of the Music and Art Center, 93 Park Avenue, the Adult Education Project does not hold classes in its own buildings, but in various settlement houses, public schools, churches, community and social centers, and museums which provide free space.

Among the numerous organizations which have utilized the services of the project are the Salvation Army, the YMCA, YWCA, YMHA, the Labor Temple, Christodora House, General Food Products Corporation, the National Urban League, Utopia House, African Baptist Church, Mt. Calvary Church, and Treadgill Employment Agency. The

last five are Negro institutions. The project has been particularly acclaimed for its benefits to the Negro people; it has reduced illiteracy among them, trained them in trades and arts, and opened the way to employment and advancement.

Chapter VI

ADULT EDUCATION: PRIMARILY VOCATIONAL

BECAUSE OF NEW YORK'S extensive commercial establishments, the most numerous of private vocational schools are probably in the secretarial and business training fields. While the public school system furnishes the city a large quota of office personnel each year, the training there is often not immediately conformable to the purposes of most business offices. A much more elastic curriculum, essentially non-academic and technical, is offered by the private business school.

The functions of all private trade schools¹ may be characterized by the statement made in the prospectus of one that a high school commercial training lacked specific gravity, a university training was too extended and expensive, and that the student can qualify for the vocations at a private institution with a minimum of time and expense.

I. BUSINESS SCHOOLS

THE GROWTH AND SPREAD of private business schools has followed the curve of female employment since the World War. The number of male graduates has greatly declined.

¹ For a complete list consult the New York Adult Education Council, 254 4th Avenue, the classified telephone directories of the various boroughs, and the *Directory of Opportunities for Vocational Training in New York City* (Vocational Service for Juniors, 1938).

Many of the newer secretarial schools train only girls. A number of institutions attempt to provide the cultural background available at liberal arts colleges. A small group offers credit courses for a Bachelor's degree. Some of them require a high school diploma for admission, others dispense with that prerequisite.

PACE INSTITUTE, 225 Broadway, has an aggregate enrollment of more than 3,500. Its courses, which are on a college level, cover a wide sweep—accountancy for C.P.A. or business, business administration, secretarial practice, real estate, insurance, shorthand reporting (C.S.R.), marketing, advertising, and photography. The length of the diploma and certificate courses varies from three to six years, depending on state law requirements and on whether the work is taken in the day or evening.

An individual program of study may be worked out for a student whose needs are not met by a diploma course or certificate program. An Advisory Board for Occupational Guidance and Placement, composed of well-known New York personnel managers and business executives, offers counsel in matters dealing with the curriculum and with the placement of graduates. Tuition is \$10 a point in the day school; \$6.50 to \$10 in the evening.

The PACKARD SCHOOL, 35th Street and Lexington Avenue, is one of the older establishments of its kind in the metropolis, having been founded by Silas Packard in 1858. The school offers general business and secretarial courses in the day school, for which the tuition fee is \$67.50 for a ten-week term. The evening school, in addition to secretarial work, offers junior accounting and complete accounting (both diploma courses) and law office secretarial training. A collegiate-grade division furnishes two years of cultural and vocational business training at a tuition fee of \$150 for each

semester. Recent innovations are courses in social security accounting and personality improvement.

One of the best known of the city's secretarial schools is the KATHARINE GIBBS SCHOOL, 230 Park Avenue. Its purpose is to train young women of good educational and cultural background for professional secretarial service. The school was founded in 1911 by Mrs. Gibbs in Providence, R. I., where, as in Boston, branches are maintained. It offers one- and two-year courses for graduates of high schools and private schools, and a special one-year course for college women, these courses all combining essential business studies with the training in technical skills. The two-year program includes a course in "personal assets," embracing such subjects as health, posture, and personal hygiene, spoken English, fashion in business, business etiquette, and problems of dress. The non-technical studies are taught by a staff of special lecturers including members of Columbia and other university faculties.

Tuition is \$400 a year. The school maintains a residence for students in an apartment-hotel near by. Classes are held during the day, and only fulltime students may register.

At the BERKELEY-LLEWELLYN SCHOOL OF SECRETARIAL TRAINING, which occupies attractive terrace-garden studios in the Graybar Building at 420 Lexington Avenue, perhaps as much attention is paid to college training in business administration as to secretarial practice. Enrollment is on a selective basis, and college women are especially invited. There is a two-year as well as a one-year course which combines secretarial training with some of the fundamentals of psychology, economics, commercial law, business administration, and advertising. Tuition is \$375 a year. Only full-time day students are admitted.

The SCUDDER SCHOOL, 66 Fifth Avenue, was established in 1895 as the Froebel Normal Institute by Myron T. Scudder, one-time principal of the State Normal School at New Paltz, New York. Since 1913 the school has offered courses of college grade in secretarial and executive training, and in social welfare.

Scudder is one of those schools which afford the prospective secretary a chance to acquire cultural knowledge together with technical instruction. One- and two-year curricula are offered. The longer schedule includes liberal arts training with emphasis on oral English, literature, history of civilization and psychology. Residence for out-of-towners is arranged at a near by hotel. Tuition is from \$365 to \$380 a year.

The coeducational COLLEGIATE SECRETARIAL INSTITUTE, 41 East 42d Street, combines fundamental facets of secretarial and business administration training with courses in psychology, history, and literature. Tuition, of course, varies with the amount of work taken. A nine-month full-day course is \$187.50; a monthly day course is \$25.00.

MERCHANTS AND BANKERS BUSINESS AND SECRETARIAL SCHOOL, 220 East 42d Street, was founded in 1887. It features the teaching of commercial subjects, including stenotyping. A two-year junior executive and accounting course is also offered.

The EASTMAN SCHOOL, 441 Lexington Avenue, was founded in Poughkeepsie, New York, in 1853 by Harvey G. Eastman, where it was known as the Eastman National Business College. In 1892 a New York City branch was established and in 1933 the upstate division was merged with it. The school is coeducational and offers day and evening courses in practical psychology as well as accounting, busi-

ness administration, and secretarial studies. A feature is Spanish stenography, designed for the personnel in Latin-American trade. Tuition is \$22 a month for the day school, \$8 for the evening school, or \$115 for six months in the day school, and \$42 for evening courses.

The PRATT SCHOOL, 400 Madison Avenue, is a coeducational business and secretarial training institute, founded in 1905. The day session of the school meets every weekday, the evening session twice weekly. A postgraduate secretarial course is offered for stenographers. In addition to the usual business subjects, instruction is provided in comptometry and business law. The day fee is \$25 a month; \$10 a month in the evening session.

BROWNE'S BUSINESS COLLEGE, Flatbush and Lafayette Avenues, Brooklyn, founded in 1859, offers secretarial, commercial, business machine, civil service and general clerical courses in day and evening sessions the year round. Tuition in the day school is \$20 a month, in the evening school \$8 a month.

2 "Y" SCHOOLS

THE YMCA AND YWCA conduct a large and varied program of educational activities in many centers throughout the metropolitan area. In this realm, the YW's are not strictly for women, nor the YM's for men. Actually both sexes attend classes at the YWCA, and the same is true of the YMCA. The fees at the various "Y" schools, which are non-sectarian, include a nominal sum for membership in the sponsoring institution. Persons who are already enrolled in the respective associations may usually deduct this amount in paying tuition. Placement service, and in some cases vocational guidance, is offered at each school.

The WEST SIDE YMCA is the largest "Y" in the world and its educational activities are the most extensive among the organizations mentioned in this chapter. Classes are held in the large modern building at 5 West 63d Street, and in the adjacent Trade School building. The West Side "Y" schools consist of the following divisions: New York Business Institute, the Evening High School, the Trade and Technical School, Secretarial School and the McBurney School for Boys. In addition, a miscellaneous program of adult education is offered.

The NEW YORK BUSINESS INSTITUTE, 5 West 63d Street, was founded in 1907 and is now an accredited institution of higher education. Its diploma represents the successful completion of sixty-four points of work in accountancy or business administration. All classes are given in the evening.

The EVENING HIGH SCHOOL is designed to meet the needs of adults and young people who were compelled to discontinue or postpone their secondary education. It is authorized to grant diplomas and is conducted in cooperation with the YWCA, which does not maintain a similar school. The 35,000-volume library in the "Y" building is available to students, who also have the general privileges of YMCA membership. At the Evening High School the course follows the standard curriculum of the public high school.

At the TRADE AND TECHNICAL SCHOOL courses are given in many subjects, including the non-engineering aspects of air-conditioning and refrigeration servicing, automobile instruction, and motion picture projection. Eight courses are offered in radio mechanics, including broadcasting, amateur radio code, applied electronics, advanced radio servicing, and television.

The BALLARD SCHOOL of the Manhattan Central Branch of the YWCA, 53d Street and Lexington Avenue, conducts

day, evening, and summer courses in secretarial training for young women. The Central Branch of the Brooklyn YWCA, at 30 3d Avenue, operates the School for Business Training, offering complete secretarial and business courses in day and evening sessions.

The Ballard School offers a number of professional and non-professional courses in the household arts. These include: food service training, institution management, modern housekeeping, house management for professional housekeepers, and cookery. Private lessons in cookery, waitress training, and sewing are also available, as are brief professional courses in dressmaking, draping, and millinery.

A feature of the school is its practical nurses' training course, designed to meet the new requirements of the New York State Educational Department. It is open to women between the ages of nineteen and forty-five, and prepares them for a State license. The courses are for ten months, six of which are spent in one of the municipal hospitals or the Post-Graduate Hospital.

The school also offers a large variety of cultural and self-development subjects.

The YMHA ANNEX of Central Commercial High School, 92d Street and Lexington Avenue, under the jurisdiction of the Board of Education, also provides comprehensive commercial and secretarial courses; only day sessions are held.

The Young Men's Christian Association conducts in addition to the TRADE and TECHNICAL SCHOOL at the West Side branch, 5 West 63d Street, the BROOKLYN YMCA TECHNICAL INSTITUTE and the BROOKLYN YMCA TRADE SCHOOL at 1121 Bedford Avenue, Brooklyn. Both day and evening courses are scheduled, and entrance in most cases may be made any time during the year.

The training at the Brooklyn YMCA Technical Institute

and Brooklyn YMCA Trade School includes a large number of varied items. The institute gives three pre-engineering courses: mechanical, aeronautical and diesel. The trade school offers courses in air conditioning, aviation mechanics, diesel engine mechanics, electrical mechanics, tool and die making, radio and television mechanics, oil burner servicing, gas and electric welding, talking picture operating, drafting and designing.

The YWCA TRADE SCHOOL, a division of the West 137th Street Branch, is designed primarily to meet the vocational needs of Negro women. Dressmaking, designing, and beauty culture courses are offered. Business and secretarial courses are also included. Specialty subjects in this division are fancy cookery, waitress training, and child care. The practical nurse training course prepares Negro women for this important profession. The school maintains a counselling service and a placement bureau.

The Adult Education Department of the CENTRAL BRANCH OF THE YWCA, Brooklyn, offers courses in painting, pottery, hand crafts, music, self-development, practical nursing, and bridge.

3. TRADE AND TECHNICAL SCHOOLS

THE STUDENT without a high school diploma in search of vocational education has a plethora of institutions to choose from. If he seeks schools more specialized than the "Y" affiliates, he can pick from a number of trade schools which, with their decades of service, have been often tried and not found wanting.

One can enter any time during the year; no entrance requirements are formulated; no age limits, either up or down, are established; tuition varies but is usually nominal; facilities in most are exceptional, and there are always the greater

facilities of private shops and laboratories in the city to use as supplementary teaching apparatus.

Here again, the list of accredited schools is too long to enumerate. The New York Council of Adult Education, a non-profit organization, is the recognized bureau of information for such schools. Its service is free to individuals and is kept up-to-date.

ELECTRICAL AND MECHANICAL TRADES

The NEW YORK ELECTRICAL SCHOOL, 39 West 17th Street, is a pioneer in electrical education, having been established in 1902. Training is also given in the allied crafts of carpentry, plastering, masonry, metal work, plumbing, wood-working, machine shop, pattern making, and both freehand and mechanical drawing. Tuition is \$175 for a rounded course. The student body is representative of many lands, and the school's graduates may be found in every part of the globe.

The NEW YORK TECHNICAL INSTITUTE, 108 5th Avenue, founded in 1910, was one of the first trade schools to be licensed by the Board of Regents. Its comprehensive curriculum is divided into a number of specialized schools offering practical training in oil burner mechanics, air conditioning, electrical motors and wiring, automotive master mechanics, welding, and radio and aviation mechanics.

The NEW YORK TRADE SCHOOL, 312 East 67th Street, was founded in 1881 by Col. Richard T. Auchmuty. In 1892 the late J. Pierpont Morgan provided the institution with a liberal endowment.

Day courses are given in automobile mechanics, electrical work, plumbing and heating, sheet metal, and electric arc and oxy-acetylene welding. The evening session, in addition

to duplicating the courses given in the day, offers carpentry, lithography, printing, and air conditioning.

The day course in automobile mechanics is five months in length; the day courses in electrical work, plumbing, heating and sheet metal take ten months; welding occupies three hundred hours of instruction. The evening courses are six months in length.

The HEMPHILL SCHOOLS INCORPORATED, 31-28 Queens Boulevard, Long Island City, New York (with affiliated schools in other states) were formed by Ralph Hemphill to provide practical instruction in sales, installation estimating, servicing, repairing, and operating diesel engines. A well-equipped engine laboratory is provided. The day course covers approximately four months (6 hours daily), for which the fee is \$325. The evening course covers approximately 10 months (6 hours weekly), for which the fee is \$275.

The SCHOOL OF AERONAUTICS of the STEWART TECHNICAL SCHOOLS occupies its own building at 253 West 64th Street. It is a U.S. Government approved school and is also licensed by New York State. The courses offered include: aeronautical drafting and design (18 months, \$750); airplane and engine mechanics (14 months, \$550); and aircraft sheet metal work (5 months, \$315). Tuition for evening courses is the same but the time required is longer. The Stewart Technical School also offers an engine course covering diesel and other types of internal combustion engines. For the latter the fee is \$425 for a day course of eight months, or an evening course of sixteen months.

RCA INSTITUTE, 75 Varick Street, a service of the Radio Corporation of America, is the oldest school in the country specializing in radio-electrical communications and associated arts. Three courses of study are offered: a general

course, commercial radio operating, and radio service. The general course, based on a high school training, surveys the radio industry as a whole as well as special branches. Students lacking a high school diploma may make up the deficiency by taking a preparatory course at the institute. The general course covers two years in the day session and about five years in the evening, and includes not only technical instruction, but such subjects as industrial psychology, English, history of science, and mathematics. Television is included.

The radio service course runs nine months in the day session and eighteen in the evening. The commercial radio operating course, covering six months in the day session and fifteen months in the evening, prepares the student for the U.S. Government commercial second-class radio-telegraph and first-class radio-telephone operator's license examinations. Prerequisites for both courses are junior high school training.

Tuition fees are \$870 for the general course, \$225 for the radio servicing course, and \$200 for the commercial radio operating course; they may be paid in weekly installments.

LINOTYPING

The EMPIRE LINOTYPE SCHOOL, 206 East 19th Street, was established in 1906. Students are taught the theory and operation of the linotype in a series of standardized lessons that cover a period of sixteen weeks by day and thirty weeks in the evening. The school has sixteen linotypes for the use of students, and maintains an employment bureau for graduates. The fee is \$200.

The MERGENTHALER LINOTYPE COMPANY at 29 Ryerson Street, Brooklyn, like many companies that manufacture machinery, maintains a school as a service to its customers.

Purchase of a linotype entitles the buyer to enter one student free of charge within six months of such purchase. A limited number of "special" students are admitted for a tuition fee of \$30 for the three weeks' mechanical or operating course, and \$60 for the six weeks' combination course. Candidates must be eighteen years of age or over, have a high school education, and two years of printing experience.

DIAMOND SETTING

Methods of diamond setting are substantially the same today as four thousand years ago, and the technique of the craft is still aligned with the use of the hand and eye. This technique is taught at the NATIONAL SCHOOL OF DIAMOND SETTING, 220 West 42d Street, for a fee of \$148.50 for the primary course and \$165.50 for the master's course. The courses are not of definite duration. The student is advanced according to his ability. To qualify for the primary course, an applicant does not need special prior education; but only men between the ages of seventeen and forty are admitted, and preference is given to those who have the physical skill required of the trade. The master's course is open only to the post-novitiate. Instruction is individualized and practical.

MERCHANT MARINE TRAINING

Until recent times, a boy who wanted to be a sailor simply ran away to sea and learned his exciting trade in a helter-skelter fashion. Nowadays he can receive systematic instruction while still in high school and prepare himself scientifically for the officer's license, lifeboatman or able seaman.

The MERCHANT MARINE SCHOOL of the Seaman's Church Institute of New York, has since its establishment in 1916 prepared more men for the service than any other private

school in the United States. Under the guidance of Capt. Robert Huntington, boys now attending high school may enroll in the Merchant Marine Cadets and receive instruction free of charge. Cadets come to the school at hours that do not interfere with their regular school work—on Saturdays, during vacation periods, and at odd hours of the afternoon and early evening. The number of hours that they spend is recorded as well as their department and interest in the work, and reports are submitted to parents.

Courses for adults at nominal fees are offered both in the day and evening in navigation, marine engineering, aeronautics, marine and aircraft welding. Books are provided free by the Joseph Conrad Library of the Seamen's Institute. Lectures for the general public in astronomy and navigation are given on weekday afternoons. Home study courses are available. The school is located at 25 South Street.

PHOTOGRAPHY

The recent vogue of commercial photography and the widening possibilities in that profession are reflected in the increasing number of schools exclusively devoted to, or offering comprehensive instruction in, the camera craft.

The NEW YORK INSTITUTE OF PHOTOGRAPHY, 10 West 33d Street, has for almost thirty years provided individual instruction in most of the branches of the profession. At present it offers four courses: commercial photography, portrait photography, motion picture photography, and natural color photography. The schedule is extremely flexible, permitting students to attend from two to six hours a day, as many days a week as they wish. Tuition ranges from \$155 to \$270 for special, and \$340 for combination courses. The correspondence courses in general parallel the personal attendance courses at greatly reduced cost.

The CLARENCE H. WHITE SCHOOL OF PHOTOGRAPHY, 460 West 144th Street, provides training in photography as a practical and fine art. The "project method" of instruction is used; each student works on a graded series of problems. This work is supplemented by lectures and demonstrations. Courses are offered in the day, evening, and summer. Fees vary with the courses taken, ranging from \$60 to \$300.

The RABINOVICH SCHOOL AND WORKSHOP OF ART PHOTOGRAPHY, 40 West 56th Street, is a small school which offers individualized instruction in the art of fine photography. An appeal is made to both professionals and amateurs. The exhibition gallery of the school, devoted to students' prints, has received favorable comment in the press. The full course, covering twenty-five weeks, meets in the day and evening, and costs \$500. The shorter course, meeting fewer sessions weekly, is \$250.

At the HAZ-SANDERS MASTER SCHOOL OF PHOTOGRAPHY, 30 Rockefeller Plaza, two well-known masters of the craft offer private or group instruction in the general principles of photography and in composition, color, prints, pictorialism, salon prints, and the like. Courses vary from three to ten sessions; tuition is from \$5 to \$10 a session.

TRAFFIC MANAGEMENT

A profession receiving an increasing amount of attention from business and the public generally because it supplies an important cog in the complicated machinery of the American economic system, is traffic management. To train personnel in this science is the business of the ACADEMY OF ADVANCED TRAFFIC, 299 Broadway. Its program consists of general courses in traffic management, traffic law, Interstate Commerce Commission procedure and practice, and motor traffic management. Classes meet for four hours once a

week; day or evening courses take one year; special courses six months.

The TRAFFIC MANAGERS INSTITUTE, 154 Nassau Street, offers resident and correspondence courses in traffic management, domestic and export, including motor carrier, interstate commerce law, and training for the duties of an executive traffic manager.

BEAUTY CULTURE AND BARBERING

The spectacular development of the beautician's trade has given rise to a large number of vocational schools in this field. Their curriculum consists of courses in the ramifications of beauty culture—shampooing, manicuring, clipping and singeing, scalp massage, facials, tweezing, finger waving, marcel waving, bob curling, permanent waving, haircutting, therapeutic and electric treatments, bleaching, dyeing and tinting, and the like.

The BANFORD ACADEMY OF HAIR AND BEAUTY CULTURE, 755 7th Avenue, the WILFRED ACADEMY OF HAIR AND BEAUTY CULTURE, 1659 Broadway and the MARINELLO SYSTEM, 33 West 46th Street, are branches of nationwide chains. Their courses are of six months' duration and prepare the student for the State Board examination. As in most trade schools, the schedule of work is adapted to the convenience of the students. Fees are \$250 at the Wilfred and Banford academies.

The leading school of its kind is the MOLER SYSTEM OF BARBERING, 303 4th Avenue. The course takes six months. Tuition fees range from \$100 to \$150, including equipment and materials. Study is based on the textbook, *The Barber's Manual*, by A. B. Moler. While the barber's trade no longer embraces surgery or physic, except perhaps in

certain foreign quarters of the city where "cupping" is practiced, it is evident from *The Barber's Manual* that students receive something of the rudiments of anatomy, at least to the extent of the nervous, cutaneous, venous, and muscular structure of the face and scalp. Practice is usually had at the expense of indigent itinerants who pay a low price.

While it is customary for practicing barbers to be graduates of barber schools, New York is still one of two states in the Union which have thus far failed to enact laws requiring barbers to receive academic or formal training in the art.

PHYSIOTHERAPY AND MASSAGE

A number of schools prepare men and women to gain a livelihood as masseurs and physiotherapists. Leading schools of this kind are: the SWEDISH INSTITUTE OF PHYSIOTHERAPY, 17 East 59th Street, and the SWEDISH-AMERICAN SCHOOL OF MASSAGE AND PHYSIOTHERAPY TECHNICIANS, 660 Madison Avenue.

They offer a one-year course in the Swedish system of massage, whose basic ideas were devised by Per Henrick Ling in the early nineteenth century. The curriculum includes such subjects as anatomy, physiology, pathology, orthopedics, first aid, chemistry, hygiene, medical ethics, kinesiology, massage, colonic irrigations, thermotherapy, and actinotherapy. The fee at each school is \$300.

At the Swedish institute practical instruction is given partly at the school and partly in the orthopedic and physiotherapy departments of leading hospitals in Manhattan and Brooklyn. To each student is allotted at least 1,000 treatments during the entire course.

CHIROPRACTIC

The science of chiropractic, a peculiarly American development, is a method of treatment based on the manipulation of the vertebrae of the spine. It is represented by three schools within the metropolitan area. Both the STANDARD SCHOOL OF CHIROPRACTIC, 233 West 42d Street, and COLUMBIA INSTITUTE OF CHIROPRACTIC, 261 West 71st Street, were organized in 1919. At both institutions the course takes four years. The EASTERN CHIROPRACTIC INSTITUTE, at 55 West 42d Street, offers a three-year course. Students must have a high school diploma for admission. Tuition at each school is \$750 for the complete program.

MEDICAL AND DENTAL ASSISTANTS

The MANDL SCHOOL, 62 West 45th Street, is a day and evening school for medical office assistants, receptionists and medical stenographers. The one-year day course of study for girls only embraces hematology, blood chemistry, urinalysis, basal metabolism, bacteriology, heliotherapy, X-ray, electro-cardiography, diathermy, sterilization, first aid, office practice, and stenography. The entrance requirement is a high school diploma or equivalent education. The fee for the complete curriculum is \$325; sections of it may be taken for proportionate costs—the laboratory techniques for \$200, X-ray course for \$100, hematology \$60, medical stenography \$10 a month (evening). Day classes are for women only; evening classes are coeducational.

The DENTAL ASSISTANTS TRAINING INSTITUTE, 1 West 34th Street, offers a three-month course in dental nursing (fee \$160) covering the following subjects: reception duties, charting of teeth, care of dental equipment, chairside assistance, sterilization, preparation of filling and impression ma-

terials, and assistance during root canal work, local and general anesthesia, X-ray procedure, and inlay technique. It purports to be the oldest and largest school in the country exclusively devoted to dental assisting. Both day and evening classes are available.

The NEW YORK SCHOOL OF MECHANICAL DENTISTRY, 125 West 31st Street, offers a laboratory technician's course (fee \$230) lasting four to six months in the day school and eight to fourteen months in the evening. The subjects studied are anatomy of the mouth, plaster and artificial stone casts, construction of vulcanite dentures, casting, advanced technic, and dental laboratory management. Many women technicians are trained here. The school is operated by the Knickerbocker Dental Laboratories.

MORTICIANS

A number of schools in Greater New York are dedicated to the advancement of the art of embalming and mortuary services. One of the outstanding is the AMERICAN ACADEMY OF EMBALMING AND MORTUARY RESEARCH, 69 Lexington Avenue, whose curriculum is divided into embalming and funeral management, restorative art, anatomy, embryology, histology, physiology, pathology, bacteriology, chemistry, hygiene and sanitary science, mortuary and business law, mortuary accounting, and ethics. Applicants must be over eighteen years of age and have a high school education. Tuition fees are \$350 for the six-month, \$500 for the nine-month, and \$650 for the twelve-month course.

CULINARY AND ALLIED ARTS

The increase of out-of-home eating and the multiplicity of restaurants in New York has created an enormous demand for personnel in this field. Numerous schools have

arisen which specialize in some branch or other of the culinary arts.

Typical of such institutions is the IRIDOR SCHOOL, 831 Lexington Avenue, founded in 1920 by two women graduates of the world famous Cordon Bleu of Paris. Many Iridor graduates are employed in homes of social prominence; others are teaching at leading colleges.

As at similar schools, the curriculum is designed to train complete restaurant personnel, from waitresses, chefs, cake and candy makers to managers. Tuition varies with the course.

SCHMITT'S SERVICE SCHOOL, 1519 3d Avenue, trains butlers, waiters and waitresses, bartenders and hostesses for private homes, hotels, or restaurants. Tuition fees are from \$20 to \$35.

The BARTENDERS SCHOOL, 1630 Broadway, organized shortly before the repeal of the Volstead Act, offers a three-week course in the art of mixing drinks. Students receive full sets of mixing tools, regulation white coats and copyrighted notes for their personal manual. Classes are held from Monday to Friday, inclusive, afternoon or evening. Tuition is \$35.

MANNEQUIN TRAINING

It is often assumed that models are born not trained, but the presence of several mannequin schools in New York proves that in this, as in other professions, training offers a substantial guarantee of success. At such institutions as the MAYFAIR MANNEQUIN ACADEMY, 545 5th Avenue, the EMPIRE MANNEQUIN SCHOOL, 2 West 45th Street, and the HOLLYWOOD MODEL SCHOOL, 105 West 40th Street, an acceptable applicant is put through an intensive course of exercise in order to develop suppleness, grace, and that in-

souciant manner which forms the cachet of the profession. Many hours are spent in teaching a girl to walk properly, use her hands gracefully, wear clothes and makeup fittingly, pose esthetically, and speak correctly.

At the Empire school there is a short course of twelve hourly lessons for \$50, and a long course of eighteen hourly lessons for \$75. All instruction is individualized. At the Hollywood school fees are from \$30 to \$50; for private lessons the rate is twice as much as for semi-private instruction. All institutions of this kind maintain placement agencies.

PROFESSIONAL WRITING

A number of private schools cater to the needs of aspiring journalists and literary men and women who desire more personalized instruction than they can receive in the universities. The SCHOOL OF JOURNALISM, 1475 Broadway, established in 1921, teaches the principles of news, fiction, verse and play-writing. Background courses are also available in English, philosophy, literature, history, and typing. Yearly tuition for day classes is \$300 for a general course of five subjects, \$135 for one major course. There are briefer courses at proportionately lower prices.

The UZZELL SCHOOL OF WRITING, 342 Madison Avenue, conducted by Thomas H. Uzzell, offers literary criticism and systematic training for authorship, including the writing of fact and fiction. The work is conducted by personal interviews and by correspondence. Fees are available on request.

CIVIL SERVICE TRAINING

In New York, the path is made easy for the prospective municipal employee by a number of highly organized civil service training schools, where instruction is made to fit a

specific purpose—that is, prepare the students in subjects for which specific examinations are announced.

The success of this type of education is attested by the phenomenal expansion of the DELEHANTY INSTITUTE (main offices at 115 East 15th Street), the largest institution of its kind in the world, with an aggregate enrollment of 250,000 persons in twenty-five years. The school was founded by M. J. Delehanty, once a clerk in the Supreme Court, who conceived the idea that persons desiring to enter civil service could be aided by a type of training which no existing school provided. With this in mind, he began to prepare men for entrance and promotion examinations in the police and fire departments, and in various courts. At present, seventy percent of the fire fighters and perhaps more of the policemen of New York have taken the Delehanty courses. In time, Delehanty's arranged courses to cover examinations in almost every branch of the municipal and in many branches of the state and federal service.

The courses in the institute generally run from six months to four years. The civil service courses also include such subjects as office forms and practices, knowledge of municipal affairs, government, current events, letter writing, arithmetic, vocabulary, grammar, and spelling.

Chapter VII

ART, DRAMA, MUSIC, AND DANCE SCHOOLS

FOR DECADES NEW YORK has been famous for its schools of plastic art, music, drama, and the dance, since nowhere in the Western world are there so many opportunities for observing at first hand the latest trends in these arts. Where actors, musicians, dancers, painters, sculptors, and decorators are gathered, there naturally instructors and schools congregate.

In former days, Paris was the mecca of American art students, Vienna of theatrical aspirants, and various Italian cities of musicians. In recent years, this trend has been stopped; most ambitious Americans come to New York. In short, in the esthetic as in the more mundane arts, New York is the cynosure of the continent. Here thousands of theater-smitten, musically-talented, art-conscious boys, girls and adults starve, work, study, become famous, or sink into obscurity. Here hundreds of institutions (of which only a few can be mentioned) are ready to take them in hand, whether they are dilettantes or desire to make a mark in the professional world.¹

¹ For a complete list of art, drama, music, and dance schools see *Art Education in the City of New York* by Florence N. Levy (School Art League, 1938), the classified telephone directories of the various boroughs of the city of New York, or consult the New York Adult Education Council, 254 4th Avenue.

I. FINE AND APPLIED ART EDUCATION

THE ART STUDENTS LEAGUE OF NEW YORK, 215 West 57th Street, was founded in 1875 by a small group of art students, and today is a self-supporting, independent art school, one of the largest in the world, free from outside control and assured of a liberal policy by a school government elected by the members. Students are eligible for membership after three months of study in the league.

Four full floors, arranged in twelve spacious studios, insure ideal painting conditions in both the day and evening classes. The students and professional artists join in exhibiting their work in the league's galleries.

In addition to the regular studio instruction, classes are offered in specialized fields: fresco mural painting, under the direction of James Michael Newell; an evening class in commercial layout and design for industry; the study of the problems, techniques, and preparation of materials; and etching and lithography.

The staff of the league consists of well-known artists, who have been invited to teach because of soundly established reputations. Among them are Raphael Soyer, Yasuo Kuniyoshi, Jean Charlot, Morris Kanter, Arnold Blanch, William Zorach, Harry Sternberg, Jon Corbino, Vaclav Vytlacil and Paulanship.

The league grants many scholarships, recognizing the need of worthy students. The out-of-town competition, for example, entitles the winner to free tuition in any two classes of the institution during the winter session.

Occupying a position similar in some respects to the Royal Academy in Great Britain, the NATIONAL ACADEMY OF DESIGN, 109th Street and Amsterdam Avenue, was founded in

1826 for the cultivation and extension of the arts. The Academy elects its members on the basis of their achievements in the art world, and includes painters, sculptors, architects, and graphic artists. In addition to the annual exhibitions, which are open without restrictions to those who care to submit entries, the academy fosters the work of the young artist through its free schools and prize contests.

The National Academy is the oldest art organization in this country governed exclusively by artists. Its first president was Samuel F. B. Morse, inventor of the telegraph, who was a portrait painter of exceptional ability.

Similar in purpose to the National Academy is the BEAUX-ARTS INSTITUTE OF DESIGN, 304 East 44th Street, founded in 1916 by the Society of Beaux-Arts Architects, whose membership is composed of men who attended the *École Nationale et Spéciale des Beaux-Arts* in Paris. The institute includes a department of architecture and a department of mural decoration, both of which provide ateliers for institute members; classes in sculpture are also offered. There are no restrictions as to age, sex, nationality, or previous education of students. The registration fee is \$15 a year in architecture, \$3 in mural decoration and \$5 in sculpture.

The institute conducts its instruction in design in a unique fashion. It provides a series of programs of graded problems to students, most of whom are enrolled in schools of architecture and allied arts throughout the country. Students submit their work for judgment by a jury of institute members and are given proportional credit, and, when fourteen credits or "values" are accumulated, receive a certificate. The institute conducts for the Society of Beaux-Arts the annual competition for the Paris Prize in Architecture, permitting the winner to pursue his architectural studies at the *École Nationale des Beaux-Arts*.

A group of artists who wished to establish an art school specially attuned to our times formed the AMERICAN ARTISTS SCHOOL, 131 West 14th Street. It is a non-profit organization conducted on a democratic basis where instructor and student bodies through a constant interchange of views tend to keep the teaching of art in a healthy dynamic state. Its purpose is to develop artists who are alive to their relationships and responsibilities to the community as creative workers. Courses are offered in drawing, painting, sculpture, lithography, poster design, reproduction processes, cartoon, photography, and other branches of art. The faculty includes Anton Refregier, Moses Soyer, Sol Wilson, Harry Glassgold, Nahum Tschacbasov, Carl Holty, William Gropper, Ruth Gikow and Milton Hebal.

The regular courses are supplemented by lectures to both students and public. No entrance examinations are given. While students are free to choose their courses, they are encouraged to consult an adviser who by periodic interviews helps them to solve their problems. Tuition is low; scholarships are awarded each year.

At COOPER UNION DAY SCHOOL OF ART and the COOPER UNION NIGHT SCHOOL OF ART, 4th Avenue and 8th Street, a four-year course is offered in the fine arts, design, and its industrial applications. Three reference libraries and the Cooper Union Museum for the Arts of Decoration are among the facilities available to students.

Both schools are open to men and women who are at least sixteen years of age, who pay no tuition fees, but are required to furnish textbooks, materials, and supplies at their own expense. A nominal charge of not less than \$2 and not more than \$10 is made to cover the cost of materials consumed in the laboratories.

Because of limited facilities, less than one-sixth of the

students who apply are admitted. All applicants are required to pass a competitive entrance examination. No degrees are awarded. With slight variation, identical courses are offered in both the day and night schools, including the history and appreciation of art, drawing and painting, architecture, decorative, industrial, graphic, and advertising design, and sculpture. The day school offers to advanced students a course in fashion illustration and costume design.

In 1896 a small group of students seceded from the Art Students League in order to develop themselves along more individual lines. Six years later they organized the NEW YORK SCHOOL OF FINE AND APPLIED ART, 2239 Broadway. In 1920 a Paris school at the Place des Vosges was established and was followed a few years later by the opening of a branch in Rome.

The school offers a three-year course in interior architecture and decoration, costume design and illustration, and advertising design. At the end of the course the students may take postgraduate work in Paris or Rome.

The department of teacher training serves those who wish to become teachers or supervisors of art. Students must be graduates of accredited high schools or approved secondary schools. Persons without the above requirements may register as special students. At the end of the three-year course a diploma in teacher training is issued.

Matriculants in the New York or Paris school must be seventeen years of age and must furnish adequate references. Students may transfer from one branch to another, without loss of time. Tuition for the season of two semesters of seventeen weeks each is \$300; for postgraduate work \$230. The New York school awards several teaching scholarships, the Paris school several postgraduate scholarships. In September 1939, the school will move to 136 East 57th Street.

The principles and methods of teaching of the Dessau Bauhaus are offered in America by the LABORATORY SCHOOL OF INDUSTRIAL DESIGN, 116 East 16th Street. This school was founded early in 1936 by the Federal Art Project as its Design Laboratory. When the FAP abandoned the project, sponsorship was assumed by the Federation of Architects, Engineers, Chemists, and Technicians, a professional union affiliated with the CIO. Since 1938, the laboratory has been an independent cooperative school.

Practice and experimentation are combined at the school. The following principles are regarded as essential: all objects designed must be capable of fabrication by means of mass production facilities; as little emphasis as possible should be placed on ornament as such; fabrication for function produces the most appropriate design forms; and the individual should subordinate himself and his taste to broad social considerations.

All students are required to take the same basic course during the first term, which stresses the sharpening of sensory perceptions and development of a knowledge of composition.

Applicants must have at least a high school education or its equivalent, including courses in mathematics, physics, and chemistry. Students deficient in these subjects may study them at the laboratory or elsewhere while taking the first term's work. A minimum schedule of twelve hours of work is required of regular students, for which \$60 a term is charged. Special students pay at the rate of \$8 an hour for each term.

THE SCHOOL OF FINE AND APPLIED ARTS OF PRATT INSTITUTE, Ryerson Street, Brooklyn, offers training in commercial and pictorial illustration, architecture, industrial design, interior decoration, and the teaching of fine and industrial

arts. The institute conducts both a day and an evening school.

The day school offers degree courses in architecture and teacher training, and certificate courses in advertising and industrial design, interior decoration, and pictorial illustration. The evening session offers certificate courses in advertising design, interior decoration, general construction, and architectural construction. Applicants for admission must have a high school education. An entrance examination is required of day students only. Day tuition is \$100 a term. The school awards thirty-six scholarships annually.

The NEW YORK SCHOOL OF INTERIOR DECORATION, 515 Madison Avenue, was founded in 1916. It aims to eliminate impersonal instruction and offers instead constructive work in the actual preparation of decorative schemes. The faculty is recruited from among the better-known decorators in the city.

Day and evening instruction is available. The courses are arranged in three main groups, which may be taken separately, as complete units or in combination. The three groups consist of a four-month practical training course, a two-year course in interior design, and special supplementary courses in selling, merchandising, color harmony, sketching, and watercolor. Students are not required to have previous art training upon entering.

The TRAPHAGEN SCHOOL OF FASHION, 1680 Broadway, offers practical courses for beginners or advanced students in costume design, fashion illustration, sketching, styling, forecasting, fabric analysis, textile design, interior decoration, window and counter display, fashion journalism, and life drawing. There are also courses in draping, patternmaking, dressmaking and millinery. Courses cover one to three years. The tuition fee is \$385 a year. There is a special

summer course for which the tuition is \$95, and special courses for teacher training for which alertness credit is allowed. The school maintains a placement bureau and markets designs created by its students.

There is a library of 11,000 books on fashion and kindred subjects, and a museum collection of costumes, textiles, historic fabrics, and furniture.

The ART WORKSHOP, 116 East 16th Street, offers adults the opportunity to develop creative hobbies along artistic lines and prefers registrants who are employed or seeking employment in commercial or industrial enterprises. The workshop does not prepare students for a profession. Fees are nominal for classes in painting, metalry, pottery, sculpture, drama, and the modern dance.

The CRAFT STUDENTS LEAGUE of the YWCA offers individual instruction and a number of classes in the crafts designed for teachers, counselors, occupational therapists, and others. Courses are approved by the State Education Department for teachers' in-service credit. Classes are held in the craft building at 745 10th Avenue, adjacent to the YWCA, and are open to men and women. Unit courses include pottery, woodcutting, metal work, jewelry making, woodcarving, bookbinding, weaving, enameling, sculpture, painting, life drawing, and woodcuts.

The UNIVERSAL SCHOOL OF HANDICRAFTS, 1270 6th Avenue, offers a program for teachers, group leaders, occupational therapists, settlement workers, and craftsmen. More than thirty courses are given in art metalry, pottery, leathercraft, woodworking, basketry, bookbinding, puppetry, wood carving, chip carving, weaving, drypoint on celluloid, jewelry, and other creative arts. Both children and adults are accommodated. Tuition fees range from \$7 to \$70 a month,

depending on the number of lessons taken. Minimum enrollment is for four two-hour lessons.

COLUMBIA UNIVERSITY offers in its Division of Fine Arts, Archaeology, and Music a complete roster of practical, theoretical, and historical courses in painting, sculpture, prints and drawings, commercial art, and bookmaking. These courses are given at Barnard and Columbia colleges, in the graduate school and extension.

NEW YORK UNIVERSITY, Division of General Education, Washington Square, offers in its Graphic Arts Division courses for the designer, the plan and layout man, the advertising and publicity man, the staff of publishing houses, printing technicians, book collectors and others with kindred interests.

THE ACADEMY OF DESIGNING, 11 East 30th Street, established in 1901, offers practical courses in designing, pattern making and grading of women's garments. Courses are offered in the day and evening, and since instruction is given individually, each student progresses at his own rate. The fee for the complete course is \$150.

THE FASHION ACADEMY, RCA Building, Rockefeller Center, is devoted exclusively to fashion design. It offers individualized instruction and limits the number of its students to six for each instructor.

The courses include fashion design and illustration, practical model making, styling, merchandising, fashion reporting, millinery design and costume design for the screen and stage. Certificate courses cover a twenty-month period for the regular session and ten months for the double session; other courses range from six months to a year. Morning, afternoon, and evening sessions are held and a summer course is given. Students may enter at any time, providing

there is a vacancy in the class. The school conducts a six-week foreign tour for students of costume art.

The GRAND CENTRAL SCHOOL OF ART, Grand Central Terminal, offers courses in painting and drawing, illustration (for periodicals and books), general and commercial design, interior decoration, advertising art, fashion arts, and sculpture. Both elementary and advanced courses are given in each field, morning, afternoon, and evening. Special Saturday morning and summer courses are offered. The tuition is \$15 a subject per month. There are special term and season rates which vary with the number of courses taken.

The AMERICAN SCHOOL OF DESIGN, 133 East 58th Street, founded in 1897, offers day and evening classes in drawing, painting, illustration, advertising, textile and costume design, and interior decoration and normal art, the last for teachers of trade subjects. Students seeking a certificate must do the major part of their work in the daytime; certificates are awarded for two years of satisfactory study in any of the professional courses, with the exception of the course in normal art, which requires three years. Postgraduate courses are given.

Tuition is \$250 a year for all-day students and \$180 for half-day students; other rates prevail for evening and special classes. Ten scholarships are awarded each year to students who have done the best work. Scholarships are also given annually on a competitive basis to the graduating classes of high schools of New York, New Jersey, and Connecticut.

Other outstanding schools of fine art are the PHOENIX ART INSTITUTE, 350 Madison Avenue; the CENTRAL PARK SCHOOL OF ART, 58 West 57th Street; and the SCHOOL OF PROFESSIONAL ARTS, 400 Madison Avenue.

FEDERAL ART PROJECT

The free classes taught by the FEDERAL ART PROJECT (headquarters, 110 King Street) are held in settlements, boys' clubs, YMCA's, hospitals, museums, public schools, high schools, churches, orphanages, institutions for the crippled, and similar public agencies. These classes are free to the public (except in special types of agencies, such as hospitals, institutions for the blind, and the like), and are available to children and adults. A small charge for materials is made in some cases. Day and evening schedules are maintained, except in the summer, when only day sessions are held.

No particular previous training, academic or art, is required for enrolling in Project classes. The instructors are professional artists practicing in the fields in which they teach. Although not committed to any one esthetic "school" or belief, the general character of its art instruction may be described as progressive. No rigid, formal curricula are adhered to, but rather a flexible and sympathetic approach to the student's individual needs is maintained. Development may be as rapid or as slow as the student's capabilities permit. Consideration is also given to the special interests and needs of the community which the instructor serves. This may be illustrated in the Hospital for Joint Diseases at Far Rockaway, Long Island, for example, in which suitable methods are used for the benefit of bed-ridden patients; or in the case of the New York Association for the Blind, where sculpture is taught, with appropriate technique for the blind; or, in the instance of classes at Bellevue Hospital, where the use of art activity has become a valuable therapeutic and diagnostic aid to the staff of the psychiatric division.

The Federal Art Project Centers of the Teaching Division constitute an important phase of the program, present-

ing a comprehensive list of courses in well-equipped studios, and a central exhibition gallery in which contemporary work is regularly shown. The courses comprise drawing and painting, sculpture, pottery and ceramics, metal craft, etching, lithography, linoleum block, weaving and photography. Lectures and discussions in the field of art are also held in the Project Center's galleries.

2. DRAMATIC ARTS

THE AMERICAN ACADEMY OF DRAMATIC ARTS, 7th Avenue and 57th Street, was founded in 1884 by Franklin H. Sargent as the Lyceum School of Acting. Among its graduates are many well-known theatrical and motion picture stars. Academy officials examine each applicant to ascertain whether he or she "has such qualifications as may be developed with a fair chance of success." Students who do not intend to pursue a stage career but wish to receive special training in playwriting, teaching, or kindred subjects are admitted.

Tuition is \$500 for each term. Private instruction is available at \$5 an hour. There are two courses leading to graduation, a junior course and a senior course, each lasting six months. The junior course has three sessions, starting in October, January, and April respectively. The curriculum is the same in all sessions. The junior course is designed to present the essentials of acting and dramatic teaching.

The senior course is open only to students who have satisfactorily completed the junior course. Public performances are given by the senior students weekly.

Similar in its approach to stage training is the FEAGIN SCHOOL OF DRAMATIC ART, 630 5th Avenue. In this school, headed by Lucy Feagin, an exponent of the methods of the Comédie Française, "the emotion, the vitalizing idea, is

given freedom of expression, developed, trained, and pointed."

The school's curriculum is similar to that of the American Academy, and offers a junior and a senior course. The students in the junior course are organized in a stock company from the day instruction begins. Every student takes part in a monthly performance before an invited audience. In the senior year the school offers, among other subjects, choral speaking, the vocal interpretation of poetry by a group of voices using modern choric works as well as old Greek plays. There are also postgraduate courses for former pupils who wish to continue their studies.

Tuition is \$500 for a junior or senior course. Special day and evening classes are held for those unable to attend the regular course. Classes for children and high school students meet on Saturday mornings and after school hours. The latter cover fifteen hours or more and tuition is \$20 to \$30 a course.

Each year the school conducts a summer session of six weeks, twenty hours each week (tuition \$100). On completion the students are awarded a certificate.

The HARRISON LEWIS SCREEN AND STAGE SCHOOL, 113 West 57th Street, tries to supply picture producers with new well-trained talent. The students acquire camera and microphone technique and often work as "extras" or play small parts. There is a separate division which trains students for radio broadcasting. The school has an evening course, and operates a summer stock company.

The NEW YORK SCHOOL OF THE THEATRE, 119 West 57th Street, offers instruction in stage, screen, and radio acting. Besides the regular professional courses, there are children's Saturday morning classes, and evening and special courses. During the summer a four-week teacher training course

is given at a fee of \$60, and in addition a summer session is held at the Playhouse, Brattleboro, Vt., where apprentices are accepted for a six-week course at a total cost of \$230, including board and lodging. The full professional course consists of two seven-month periods, and the total tuition is \$1,000.

The THEODORA IRVINE STUDIO FOR THE THEATRE, 15 West 67th Street, offers a two-year course in the technique of acting. Instruction is also given in the evening and there is an intensive five-week summer course. Advanced students may qualify as members of the Irvine Players, a group that fills engagements in and around New York. Special courses are available for students unable to take the regular course. There are children's Saturday morning classes in dramatics. Fees are \$400 a year for the day course, \$100 for the evening course, and \$100 for the summer course.

The ALVIENE MASTER SCHOOL OF THE THEATRE and ACADEMY OF SPEECH ARTS, 66 West 85th Street, was founded in 1894. Courses are offered in acting (students obtain experience in the Alviene Stock Theatre), dancing, music, fine arts, teaching, directing, and personal development. A thorough range of courses is offered in each division and instruction is given in the day or evening. Fees vary according to the amount of work undertaken.

Specialized acting, type casting, and the long-run system which are the characteristics of the American theater, lessen the possibility of training within the profession. THE ACTORS WORKSHOP, a department of the Academy of Allied Arts, 349 West 86th Street, attempts to overcome some of the handicaps of the profession by rehearsal group "activities" to widen the actor's experience and to utilize his art while not engaged. The rehearsal groups function demo-

cratically. Plays are cast by vote of the group and each person participating is given an opportunity to rehearse in suitable parts. Occasional public performances are given. Fees are kept at a low level.

The student may enroll for a single term, and must pass monthly tests in order to remain at school. The same democratic methods prevail as far as practicable in the rehearsal group.

The school also offers a course for teachers who wish to devote their scholastic time to rehearsing students in plays. Special attention is given to the selection and casting of plays for special groups.

The workshop has three sessions of two months each. Students may enroll for a single session. A summer course in New York and at the theater in Nichols, Conn., is available.

The NEW THEATRE SCHOOL, 132 West 43d Street, a non-profit organization, is conducted by the New Theatre League, a federation of forty theaters throughout the country which produce labor and progressive plays. Courses are provided in acting technique, body, voice, history of the theater, play analysis, playwriting, production, and directing. The courses are conducted on elementary, intermediate, and advanced levels.

3. MUSIC SCHOOLS

THE JULLIARD SCHOOL OF MUSIC, 120 Claremont Avenue, the leading music school in the city, consists of the Juilliard Graduate School, the Institute of Musical Art, and the Juilliard Summer School.

Admission to the Institute of Musical Art requires a high school education or its equivalent. A limited number of special students are accepted in the extension department, who are not candidates for diplomas, but who wish to take individual courses. A few scholarships are awarded yearly

through competitive examinations. The institute grants diplomas, post-graduate diplomas, and the degrees of B.S. and M.S. Tuition fees for degree courses range from \$330 to \$475, depending on the major subjects; regular courses range from \$150 to \$350.

The student body of the graduate school, admitted free and selected by examinations conducted by the faculty, are over sixteen and under twenty-five, except men singers, students of composition, flute, and conducting who must be over sixteen and under thirty. All must be citizens of the United States or Canada or must have received first papers; other admittance requirements are four years of high school. Fellowships are granted in voice, piano, cello, composition, flute, and conducting. Students are admitted provisionally for one year and reappointments are made on the basis of satisfactory progress. Ernest Hutcheson is president and Oscar Wagner, dean.

The summer school offers courses for students and teachers with no specific entrance examinations for admission. Classes meet for fifty minutes, five times each week for six weeks.

The purpose of the DILLER-QUAILE SCHOOL OF MUSIC, 49 East 91st Street, is the development of musicians through the cultivation of taste and understanding. Since all phases of instruction in this school are integrated with the piano, there are two fields of work, musicianship and piano playing. Musicianship, in the Diller-Quaile School, means the study of the "language of music." This includes the use of the materials of which music is made, through the study of keyboard harmony and improvisation, written harmony and analysis, ear training, and the like, and also the study of masterworks of song, piano, chamber music, and symphonic literature.

The school conducts a junior department for children and young people from three to eighteen years of age, a senior department for adults, and a normal department for the training of teachers. In its junior department the course of study emphasizes musicianship, piano playing, and sight reading. The senior department offers courses for non-professional adult students.

The normal classes are open to one-year students as well as to those who wish to take the full course leading to a teacher's certificate in general musicianship or piano playing. Students on entering the normal department must have a high school education or its equivalent, the ability to read simple music intelligently, and a knowledge of at least one year's work in theory, ear training, keyboard harmony, and written harmony.

The school also offers a summer course for teachers.

The MANNES MUSIC SCHOOL, 157 East 74th Street, David and Clara Mannes, directors, offers individual and group instrumental and theoretical work for children; selective courses for amateurs; and intensive instrumental, vocal, theoretical, and ensemble courses for professionals, leading to a teacher's certificate or diploma.

The school season is thirty weeks. Tuition fees range from \$35 to \$500 according to the course and teacher selected. There is a large faculty, including instructors especially trained to teach children.

At the DALCROZE SCHOOL OF MUSIC, 9 East 59th Street, the student is not allowed to specialize in any particular field until he has developed a rhythmic sense and the ability to hear and think accurately in terms of music. This fundamental procedure, called "eurhythmics" by Dr. Jacques-Dalcroze, the founder, is merely the translation of musical experience into bodily movement. The school is the only one

in America authorized to conduct teacher-training courses in Dalcroze Eurhythmics. Music courses include the study of piano, violin, cello, voice, flute, clarinet, and harpsichord. All branches of musical theory are analyzed. Paul Boepple is director.

The MASTER INSTITUTE OF UNITED ARTS, 310 Riverside Drive, presents an unusual opportunity for the study of music, painting, sculpture, dance, theater, arts, writing, and languages under the same roof, with the added conveniences of an apartment house, a museum, a theater, and a library adjacent. Scholarships are available and there are also courses for children.

The METROPOLITAN MUSIC SCHOOL, 68 East 12th Street, is a cooperative institution, with a branch in the Bronx. Here the study of music is closely linked with social life. New teaching methods and new musical forms are encouraged. In a series of research seminars, musical history is analyzed in relation to social history and the methods and problems of musicology are discussed. Courses include private instruction in 211 instruments as well as obligatory classes in theory and musicianship. Instruction for children includes the creative dramatization of music and a preschool class for children from four to six years of age.

The NEW SCHOOL OF MUSIC, 317 West 75th Street, directed by Gregory Ashman and Rafael Bronstein, was founded in 1938. Its faculty is composed chiefly of members of the New York Philharmonic Symphony Orchestra. Tuition fees are nominal. Instruction in orchestral instruments is emphasized, and students are given frequent opportunities to play in the school orchestra under the direction of famous conductors. Other distinctive features of this small conservatory are the courses in the arts of accompaniment and radio arrangement.

The CHATHAM SQUARE MUSIC SCHOOL, 211 Clinton Street, is directed by Samuel Chotzinoff. Courses are offered in languages, in addition to applied music, theory, history, conducting, coaching, chamber music, and composition.

The ACADEMY OF ALLIED ARTS, 349 West 86th Street, is also devoted to the correlation of the arts, and offers courses in all branches of applied music, including orchestral and opera training. Departments of the dance, drama, and painting are among the academy's offerings.

The NEW YORK COLLEGE OF MUSIC, 114 East 85th Street, is one of the oldest music schools in the city, having been incorporated in 1878. It has three main divisions, the professional department, cultural department, and the children's department. A testimonial is awarded to students over sixteen who have successfully passed required examinations; teacher's diplomas are conferred on students over eighteen years of age. The college is authorized to confer a Doctor of Music degree.

Courses are offered in virtually every phase of music. Tuition ranges from \$80 to \$240 a year. Students may enter at any time and no previous knowledge of music is necessary.

The GREENWICH HOUSE MUSIC SCHOOL, 46 Barrow Street, offers courses in piano, string instruments, as well as in voice, clarinet, flute, and French horn. Junior and senior orchestras and string quartets are formed each season. For graduate students there are courses in the precepts of string pedagogy, piano normal, and conducting. In cooperation with New York University, the school offers a radio listeners' course which is accepted for teachers' alertness credit. Tuition fees are from \$1.50 to \$2.50 a week for one hour of work; this includes ear training and harmony.

Music education similar to that offered at Greenwich

House is given by a number of settlement and other schools. For full information apply to the NEW YORK ASSOCIATION OF COMMUNITY AND SETTLEMENT MUSIC SCHOOLS, c/o Music School, Henry Street Settlement, 8 Pitt Street.

It has long been an objective of music educators to correlate daily musical activities with elementary school lessons. The STUDIOS OF MUSIC EDUCATION, 9 West 82d Street, pursues this combination. The Work and Play School, organized to collaborate closely with the music studios, is housed in the same building. For the very young there is a nursery school, where children from the age of two and occasionally even younger experience musical activity as an integral part of normal play.

The RIVERDALE SCHOOL OF MUSIC, Riverdale-on-Hudson, New York City, is situated on the grounds of the Riverdale Country School for Boys. Membership is open to all. Attendance at any of the other divisions of Riverdale Country School, while desirable, is not necessary. By belonging to one of these groups, however, a student enjoys the advantages of having music as a subject of equal value with any other in the curriculum, and of having a schedule of lessons and practice arranged accordingly. Preparation for those colleges which accept music as a subject of admission is encouraged.

COLUMBIA UNIVERSITY offers a wide range of music courses, divided into the following fields: literature, history, and musicology; philosophy and anthropology; theory, analysis, and composition; and applied music. At TEACHERS COLLEGE, the music courses are concerned primarily with teaching.

At NEW YORK UNIVERSITY, the music department, established in 1925, offers courses in four curricula: for teachers

of music in public schools; for directors of music instructors in public schools; teachers of singing; and teachers of piano.

At HUNTER COLLEGE, among courses in applied music, appreciation, history, theory, and public school music, are two unusual courses consisting of musical criticism and broadcasting.

SACRED MUSIC

One of the leading schools of liturgical instruction in the East is the PIUS X SCHOOL, situated on the grounds of the Manhattanville College of the Sacred Heart, Convent Avenue and 133d Street. The study of church music from the earliest years of Christianity, Gregorian chant, the great periods of polyphony to modern music, religious and secular, is here offered by expert instructors. The training is not limited to ecclesiastical music but is designed to convey an understanding and analysis of secular compositions as well.

The school's activities are multifold. Courses are conducted in five or six cities every summer. The music classes of many private and parochial schools are supplied with teachers, and many churches with organists. Instruction is given on the elementary, secondary, and normal school level. Mother Georgia Stevens is the director.

The SCHOOL OF SACRED MUSIC, a division of UNION THEOLOGICAL SEMINARY, Broadway at 120th Street, was opened in 1928 for organists, choirmasters, and other leaders in the ministry of church music. It is open only to college graduates and specializes in musicology, hymnology, liturgy, choir training, voice placement, improvisation, organ playing, and composition. Tuition for full time work is \$150 a year. Part-time students are charged at the rate of \$12.50

a point. The degree of Master of Sacred Music is offered after one or two years' study. The director is Clarence Dickinson, Mus.D.

The GUILMANT ORGAN SCHOOL, 12 West 12th Street, founded in 1899, is devoted exclusively to the training of organists and choirmasters. Its graduates hold prominent positions in New York and throughout the United States. Willard I. Nevins, organist of the First Presbyterian Church, is director.

FEDERAL MUSIC PROJECT

In the fall of 1933, about forty-five teachers of heterogeneous musical backgrounds were taken from the relief rolls and given the job of teaching music under conditions they had never before experienced. The application of music fundamentals on a classroom scale and the teaching of manual dexterity and its accompanying problems to groups of adults of varying proficiencies was a challenge to be met through the intellectual resources of the teachers themselves.

The Federal Music Project, since May of the same year, had been composed of instrumentalists only: an orchestra, a band, and a string ensemble. No educational plan was worked out until August, by which time about 300 teachers had applied for work through the relief rolls. Sponsorship of two settlement houses was secured—Greenwich House and the Brooklyn Music Settlement. The government did not intend to compete with existing music schools, but insisted on hiring competent musicians and teachers. The burden of planning instruction was left to the teachers who were given difficult auditions before hiring. The results were gratifying and valuable pioneer work with astounding conclusions was accomplished. The members of this Project have conducted classes on stairways, in kitchens, and in

rooms partitioned with movable screens. Instruction has been given in singing, piano, and violin in the same place during the same hour. Many of these conditions have been alleviated over a period of time and courses of study in all branches of music are now well organized, but the problem of adequate space still remains. The Board of Education has cooperated with the Project in providing facilities and several settlement houses have generously contributed space and equipment for music centers. It was found imperative from the very beginning to coordinate the work of the teachers. To this end, three hours a week are devoted to assemblies where class problems and plans for smooth-working curricula are discussed.

At present there are about 245 teachers in 97 music centers throughout the five boroughs with an average weekly attendance of 50,000 pupils. All courses are free.

4. SCHOOLS OF THE DANCE

SINCE THE WAR, dancing in America has grown prodigiously, and in New York, capital of the arts, may be found exponents of all the innumerable variations of the two basic divisions of the terpsichorean art: theater and ballroom dancing. Whatever an individual's tastes may be, from the style of Fred Astaire to that of Shan-Kar, he can find an instructor or a school ready to teach him the necessary techniques.

Most of the modern dancers in the limelight conduct schools of their own, limiting their classes usually to the number of students they can successfully handle. In this group are Martha Graham, Charles Weidman, Doris Humphrey, Hanya Holm, Anna Sokolow, José Limon, Gluck-Sandor, and Helen Tamiris, among others. Some of these artists are affiliated with various academic institutions.

New York is host to a number of ballet schools, among which are the SCHOOL OF AMERICAN BALLET, 637 Madison Avenue, which does not emphasize Russian traditions, although there are several Russians in its faculty; the FOKINE STUDIO in Carnegie Hall; the CHALIF SCHOOL in Rockefeller Center; and the school of ELLA DAGANOVA at 29 West 56th Street.

For ballroom and stage dancing there are many schools and instructors. Virtually every neighborhood has its studio. Nearly all teach the same things, for as soon as a dance becomes a craze every teacher must be able to execute it and make his pupils adept in it. Whatever differences may exist between schools of ballroom dancing are in the technical methods of the instructor. Perhaps the best known of such schools is ARTHUR MURRAY'S at 7 East 43d Street. Among schools that specialize in training for the theater, NED WAYBURN'S, 625 Madison Avenue, is perhaps the most prominent.

Chapter VIII

LEAGUES, ASSOCIATIONS, COMMITTEES, COUNCILS¹

AMONG THE NON-INSTITUTIONAL instruments of education in New York are innumerable groups which consciously set out to mold public opinion. Taking "propaganda" to mean any medium which advocates a particular mode of thought or agitates for specific social changes, we find a vast amount of material disseminated in and from New York. It is seldom realized how many leagues, associations, committees, councils, and similar bodies maintain headquarters in the city. Thousands of letters, brochures, pamphlets, leaflets, throwaways, circulars, and books designed to inculcate a particular point of view are put into the mails every day. In addition, there are regular meetings, public rallies, organized lectures, clubs, and study groups fostered by these organizations. Many work in cooperation with the courts, schools, welfare, and other agencies.

The number, activity, and influence of heterogeneous "propaganda" agencies is steadily increasing and often their work is more significant than that of more formal educative processes. This is due to difficulties encountered by the academic system in coping with present-day problems, to the

¹ For a more complete list than is here given consult the *Social Work Yearbook* (Russell Sage Foundation, New York, 1939), the *Directory of Social Agencies* (Columbia University Press, 1935) and *Directory of Youth Organizations* (National Youth Administration for New York City, 1937).

interest printed matter holds for adults whose school education has ended, and to the fact that the subject matter is pretty widely distributed and often has a "headline" appeal.

A large number of the organizations so briefly sampled here do not foster social doctrines or special points of view, but are devoted to practical affairs, to improving the welfare of mankind by working with segments, small or large, of the population. In the best usage of that rather trite phrase, they aim to win friends and influence people, and the amount of education they are effecting is beyond measure.

CARE AND GUIDANCE OF CHILDREN AND YOUTH

The VOCATIONAL SERVICE FOR JUNIORS, 95 Madison Avenue, was founded in 1920 to bridge the gap between school and work for normal young people and to help them adjust to changing industrial conditions.

It maintains a free Junior Consultation Service which assists young people sixteen to twenty-five to make and carry out vocational plans that are both wise and timely. Offices in Manhattan and Brooklyn are conducted in cooperation with the New York State Employment Service, with the assistance of the National Youth Administration. They have served as a model for similar undertakings from coast to coast.

The Vocational Service for Juniors' scholarship grants enable boys and girls to carry out plans made with the counselors. A counselor, specially equipped to deal with young Germans, aids in solving the many critical problems that confront refugees.

In addition to an employment and training information bureau, the organization conducts an annual Career Conference to give high school seniors a bird's-eye view of many important fields. General sessions and round tables are led by authorities in business and the professions. Its psycholog-

ical department carries on research in the interests, abilities and aptitudes of young people, which is significant in vocational guidance and junior placement.

Problems of caring for and guiding youth are the responsibilities of many organizations. For fifty years the CHILD STUDY ASSOCIATION OF AMERICA, 221 West 57th Street, has worked steadily for a deeper understanding of childhood and family life through lectures and discussions of child psychology and problems of married life. Its consultation service offers an opportunity for personal interviews, and its summer play schools committee cooperates with the N. Y. Board of Education to provide activities for children in crowded areas during summer vacation. Through its publications, it interprets the findings of scientists, and disseminates the material developed by the association itself.

The NATIONAL CHILD WELFARE ASSOCIATION, 70 5th Avenue, was founded in 1912. The organization strives to promote the building of character in children in cooperation with the public schools and other bodies. Among other activities, it originates and disseminates educational material and conducts a parent's consultation bureau which is available without cost. Here parents may discuss problems relating to the proper physical, mental, and moral development of their children.

The NATIONAL CHILD LABOR COMMITTEE, 419 4th Avenue, was organized in 1904 to promote the welfare of society with regard to the employment of children in gainful occupations. Among its accomplishments are legislative enactments, federal and state, relating to minimum age for employment, hours of work for minors, protection of minors from hazardous employment, and requirements for working papers. Further activities of the committee are necessary in spite of these accomplishments in order to protect children

not yet covered by either state or federal laws. Groups still needing protection include the children of migratory farm workers and others exploited on industrialized farms, street traders, and those employed in intrastate industries which do not come under the federal law, such as stores, restaurants, garages, and repair shops.

The NEW YORK SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN, 2 East 105th Street, strives to rescue children from parental neglect, exploitation and abuse. It provides legal protection when necessary, shelters lost and runaway children, restores them to their families, and prosecutes adults who commit crimes against children. The society is non-sectarian and its doors are never closed.

The BOYS CLUBS OF AMERICA, 381 4th Avenue, places emphasis on character building and on healthy recreation. It is a national federation which assists local groups in establishing boys' clubs.

The BOY SCOUTS OF AMERICA, 2 Park Avenue, was organized in 1910. The Boy Scout method teaches boys to do things for themselves and others, and trains them in scoutcraft, courage, self-reliance, and kindred virtues. Its program includes boys from nine years of age upward.

The NATIONAL KINDERGARTEN ASSOCIATION, 8 West 40th Street, in its thirty years of service has been instrumental in the establishment of more than 2,200 kindergartens and in the enactment of many laws providing for pregrade education at public expense. Its efforts have secured sixteen improved state kindergarten laws.

The GIRL SCOUTS, 14 West 49th Street, is a recreational, character-building organization for girls from seven to eighteen years of age. The Girl Scouts were organized in 1912 by Mrs. Juliette Low, an Englishwoman.

“Through the years the Girl Scouts have steadily adapted their program to meet the changing needs and interests of new generations of girls. They have adhered with equal steadiness to the principles upon which their organization was founded, bringing to girls in cities and villages good fellowship, opportunities for usefulness and fun, and a chance to learn by doing.”

The NATIONAL COUNCIL OF CAMP FIRE GIRLS, 88 Lexington Avenue, sponsors a program of recreational activities for girls in their teens. Groups of from six to twenty girls meet under the volunteer leadership of a woman friend to carry out activities suggested to them in the Seven Crafts of Camp Fire Girls: home, hand, and health craft, nature lore, camping, business, and citizenship. There are Camp Fire groups in every state of the Union and in several foreign countries.

The BIG BROTHER MOVEMENT, 315 4th Avenue, had its inception when, in response to an appeal in 1904 by Ernest Coulter to the Men's Club of the Central Presbyterian Church of New York, about forty men agreed each to take a friendly interest in a delinquent boy who had been brought into the Children's Court. The Big Brother Movement works with potential and actual delinquents who are referred by the courts, visiting teachers, field workers of welfare organizations, parish workers, or parents.

To supplement the work of the Big Brother Movement with the boy, the organization provides a broad, well-rounded program. Clubs teach fairness and good sportsmanship. Annual physical examinations reveal physical defects which are treated according to individual needs. Summer camps offer an opportunity to live with the boy twenty-four hours of the day, and to help change attitudes, improve behavior, and benefit him physically. Vocational help, when

he is old enough to need it, is a great factor in making life adjustments.

The movement does not duplicate the work of any other agency. In addition to its Manhattan address, the organization has offices at 66 Court Street, Brooklyn, and 2791 3d Avenue, Bronx.

The PROGRESSIVE EDUCATION ASSOCIATION, 310 West 90th Street, is the foremost representative of its kind in the United States. The association is responsible through its published studies and other activities for significant advances in pedagogical techniques and philosophy in the primary and secondary schools and colleges, and for important changes in textbooks for children. New teaching methods have been evolved through commissions which conduct experimental work with children, operate summer workshops, hold special study classes, or carry out other forms of research in education. Reports of its activities are made available through its official organ, *Progressive Education*, and through radio broadcasts, books, and other media.

The PUBLIC EDUCATION ASSOCIATION, 745 Fifth Avenue, is interested in educational matters in general, and specifically in fostering the development of the public educational system. The association serves as a clearing house and maintains an information service for public education. In cooperation with other organizations, it conducts forums and conferences which attract leading educators and administrators as well as the lay public. In a search for improved educational techniques, demonstrations and projects are carried on by the association. Typical of the latter is the Chelsea School Project, P.S. 33, 418 West 28th Street, where, in cooperation with the Board of Education, the Association is studying the feasibility of an all-day and all-year school.

EDUCATION OF ADULTS

This book is evidence of the extent of adult education in New York City. A few bodies may be singled out here for special mention under this heading.

The leading body devoted to adult education in the United States is the AMERICAN ASSOCIATION FOR ADULT EDUCATION, 60 East 42d Street. The association serves as a clearing house for information about adult education. It assists local enterprises already in operation and helps organizations and groups to initiate activities. At present it is engaged in a five-year study of the social significance of adult education, as a result of which fifteen volumes on various aspects of the subject have appeared. It arranges conferences where workers in the field can exchange ideas, publishes research studies, and issues the *Journal of Adult Education* four times a year.

Since 1933, the NEW YORK ADULT EDUCATION COUNCIL, 254 4th Avenue, has been providing information on all kinds of educational activities in the metropolitan area of New York. The council interprets adult education broadly; more than 2,000 organizations and over 20,000 activities are listed in its files. This information is useful to the layman wishing to participate in some activity, and to the professional worker in adult education desiring material on organizations and programs.

While the contents of this book provides a sampling or cross section of educational opportunities in New York, the council aims at completeness in the adult field. It has information on organized instruction at the elementary, high school, and college levels, both vocational and non-vocational fields; on forum discussions, lecture groups, and symposia; on hobbies, sports, club activities, concerts, and exhibitions.

In addition, it has considerable information on clubs,

groups, societies, educational conferences, special exhibits, film rentals, information services, interpreters, libraries, publications, research projects, speakers' bureaus, supplies and tools for teachers, trips, vacation places with study programs, and many other resources of education. Information is also available concerning lectures, exhibits, musical events, conferences and meetings, broadcasts, and other miscellaneous material of a current nature.

This information is free to the individual, and inquirers may visit, write, or telephone the council office. The council is a voluntary association of members and cooperating organizations. It publishes a fortnightly bulletin of interest to laymen and professional workers in adult education, and holds meetings and conferences.

Individual membership is \$2 a year; affiliated organizations pay \$25 a year, for which fee they receive specific services, including publicity, the use of the information service for their clients, and limited advice and consultation.

The FOREIGN LANGUAGE INFORMATION SERVICE, 222 4th Avenue, assists the foreign born in their adjustment to and participation in American life. It aims to preserve and encourage the folk arts and other contributions of the Old World to American culture and wages a fight against the intolerance and discrimination that the foreign born often face. The service is independent and nonpartisan, and is entirely supported by voluntary contributions and subscriptions.

Among other services, it sends weekly articles in nineteen languages to 900 foreign language newspapers, reaching most of the foreign born in the country, and interpreting American life and institutions for them. It works for legislation humanizing our treatment of foreigners and facilitating their adjustment to American life.

The NATIONAL RECREATION ASSOCIATION, 315 4th Avenue, seeks to secure more and better recreational opportunities for men, women, and children in the cities and rural areas of the United States. Special attention is given to music, drama, arts and crafts, nature activities, and social recreation. The association offers advice and help through correspondence and consultation, publishes literature, and, through institutes, trains group leaders.

CARE AND GUIDANCE OF DELINQUENTS

Numerous organizations dedicated to criminological improvement have their homes in New York City. The AMERICAN PRISON ASSOCIATION, 135 East 15th Street, is perhaps the most influential body of its kind, with leading prison officials among its membership. The association is the duly qualified medium for the registration of the opinions of prison administrators in the United States. Annual congresses are held and are attended by hundreds of persons dealing with or directly interested in the problems of crime and delinquency.

A former subcommittee of this association has been formed into the NATIONAL JAIL ASSOCIATION, at 135 East 15th Street. Its purpose is to bring county jails and local institutions to a level consistent with modern penal standards.

The PRISON ASSOCIATION OF NEW YORK, 135 East 15th Street, was founded in 1844 and incorporated in 1846. The association is a semi-official body, with powers of inspection of all local and state penal institutions in New York State, and is required to report annually to the legislature. In addition to this activity, the association maintains a bureau for released prisoners. This bureau grants lodging, food, employment, and other forms of relief to men on parole in New York City or State institutions. It also operates a fam-

ily service bureau catering to the needs of families of men now imprisoned. In addition, the association conducts surveys and studies relating to the general improvement of the administration of correctional institutions, as well as court, parole, and probation procedure.

The WELFARE LEAGUE ASSOCIATION was established in 1915 to assist discharged prisoners to obtain employment, and in 1921 the NATIONAL SOCIETY OF PENAL INFORMATION was created for the purpose of studying prison conditions. In 1932 these organizations were merged into the OSBORNE ASSOCIATION, 114 East 30th Street, a name assumed in memory of Thomas Mott Osborne, the founder. The organization carries on the original aim of its constituents and is recognized as a source of authoritative information.

An association which concerns itself not with prison and post-prison conditions, but with a restricted field in the treatment of criminals, is the AMERICAN LEAGUE TO ABOLISH CAPITAL PUNISHMENT, 124 Lexington Avenue. The league seeks, through legislative and educational work, to end the death penalty in the forty-one states still retaining it. It furnishes free educational material.

The NATIONAL PROBATION ASSOCIATION, 50 West 50th Street, is engaged in extending and improving probation service for children and adults. Among its members are probation officers, judges, and citizens.

The association drafts laws to improve conditions of probation and establishes juvenile courts; it carries on a research program in the field of probation and serves as a clearing house for information and literature.

SOCIAL WELFARE AND PUBLIC HEALTH

The MUNICIPAL BUREAU OF HEALTH EDUCATION, 125 Worth Street, teaches health through the press, radio, lec-

tures, pamphlets, demonstrations and exhibits. It publishes the official bulletin of the city Department of Health. The bureau gears its program to serve three groups of people: laymen, professional (social) workers, and physicians. To laymen it interprets material through lectures, radio talks, pamphlets and exhibits. For professional workers it conducts round table discussions, provides publications, exhibits and demonstrations. Physicians receive similar services but the material is of a more scientific nature; pamphlets are often in the form of reprints of new material from scientific journals. Conferences are held and clinical observation periods are provided. The Central Office issues news releases, leaflets and radio talks. District Health Centers supervise exhibits, meetings, lectures, demonstrations, films (see page 279), and the like; programs are adjusted to the particular needs of each community.

Interested in fostering better family life, the primary purpose of the FAMILY WELFARE ASSOCIATION OF AMERICA, 130 East 22d Street, is to gather, analyze, and reinterpret social welfare experience for the benefit of local agencies and the people whom they serve. The association is governed by a board of thirty-six directors from various parts of the United States and Canada, with a membership of 223 local agencies in more than 200 American communities. Its activities, in general, include an educational program, direct field service, exchange of information, inter-agency service, and personnel placement. It publishes a monthly bulletin, *The Family*.

Essentially a council of social agencies, with a primary objective of coordination and cooperation in all fields of social work, the WELFARE COUNCIL OF NEW YORK CITY, 44 East 23d Street, organized in 1921, is now composed of a federation of 710 voluntary and 100 governmental, social, and

health agencies for study, fact-finding, and program-making in every department of the community's welfare activities.

The COMMUNITY SERVICE SOCIETY, 105 East 22d Street, was formed in 1939 when the Charity Organization Society merged with the Association for Improving the Condition of the Poor. Community Service is a non-sectarian private agency whose major objective is family welfare work, including family case work. It supplies information on educational nursing, health centers, medical and dental clinics, convalescent institutions, fresh air camps, and homes for aged persons. The Society maintains the New York School of Social Work (see page 132). In addition to its other activities, it issues the weekly *Community Service Society Bulletin*, and publishes pamphlets stressing the need for legislative reform in housing and related matters.

The LEGAL AID SOCIETY, 11 Park Place, renders legal assistance, advice and service gratuitously, if necessary, to all who may appear worthy thereof and who are unable to procure it elsewhere. For this service a fifty cent registration fee is charged, as well as a small fee on money collections made by the Society in cases where such fees work no hardship on the client. It also maintains a criminal branch at 32 Franklin Street (Criminal Court Building) where services are rendered for indigent persons accused of crime. The organization is financed entirely by voluntary contributions, of which the greater part comes from lawyers and law firms.

The *Legal Aid Review* is published quarterly by the Society. Other educational activities include radio broadcasts and a speakers' bureau. These programs are directed toward possible sponsors as well as those who need aid. In recent years the society has worked closely with law schools, providing limited facilities for a small number of selected students.

The CHILDREN'S WELFARE FEDERATION, 435 9th Avenue, is a coordinating organization for 257 agencies in the field of child health and welfare. It was organized twenty-seven years ago as the Babies' Welfare Association to bring together the resources of organizations interested in child welfare, and to direct their efforts to reduce child mortality. The coordinating and health education activities of the federation are carried on through committees composed of doctors and representatives of health and welfare agencies. The federation operates a Mothers' Milk Bureau, the only one of its kind in the state, which collects milk from approximately fifty mothers daily and distributes it to sick and premature babies. It also maintains an Information and Placement Bureau which makes available data regarding facilities for child health, and arranges for placement of children in temporary shelters and hospitals.

The New York chapter of the AMERICAN RED CROSS, 315 Lexington Avenue, while carrying on its share of the national organization's relief and rehabilitation work for disabled or needy veterans, also conducts a day-by-day program of free instruction for the public. In the year ending June 30, 1939, the chapter trained 4,550 persons in first aid, 7,527 in life saving, 3,500 in home nursing, and gave nutrition guidance to 7,000 housewives. Classes are held at the chapter house and at neighborhood centers.

The JUNIOR RED CROSS has 432,857 members, pupils in the New York City schools. It conducts a program of international good will through the exchange of correspondence with Junior Red Cross members in other lands. Among other activities, it provides Christmas gifts for hospitalized veterans and their children, and eye glasses for needy pupils.

The seventeen organizations which constitute the members of the NATIONAL HEALTH COUNCIL, 50 West 50th Street,

are all concerned with major fields of public health work in America. The general American public, as a whole, is represented by the American Red Cross, which has a vital interest in public health. A large proportion of professional health workers are represented by the American Public Health Association, the Conference of State and Provincial Health Authorities of North America, and the National Committee of Health Council Executives. Both professional and lay groups especially interested in nursing are represented by the American Nurses Association and the National Organization for Public Health Nursing. The national government is represented by the U.S. Public Health Service and the U.S. Children's Bureau, which are advisory members of the council. The National Society for the Prevention of Blindness, the American Society for the Hard of Hearing, and the Maternity Center Association represent activities in their respective fields. The interests of special groups for promoting mental hygiene and social hygiene, and for combating tuberculosis, cancer and heart diseases, are represented respectively by the National Committee for Mental Hygiene, the American Social Hygiene Association, the National Tuberculosis Association, the American Society for the Control of Cancer, and the American Heart Association. All these organizations perform vital public health education.

The NEW YORK TUBERCULOSIS AND HEALTH ASSOCIATION, 386 4th Avenue, publishes and distributes pamphlets on tuberculosis, heart disease and related health matters in an effort to educate the public in modern methods of preventive hygiene. It sponsors lectures and radio programs, lends educational motion pictures to organizations, and conducts research in the field of public health. The Personal Information Service answers individual health questions and helps sick people to obtain proper treatment. The asso-

ciation's work is financed by the sale of Christmas seals, by membership fees, and by special gifts.

The BROOKLYN TUBERCULOSIS AND HEALTH ASSOCIATION, 293 Schermerhorn Street, performs similar functions for the borough of Brooklyn.

LABOR, MINORITIES, AND CIVIL RIGHTS

The LABOR RESEARCH ASSOCIATION, 80 East 11th Street, conducts investigations and studies of social, economic, and political questions in the interests of the labor movement, issuing its findings in reports, articles, bulletins, pamphlets, and books, the best known of which are the biennial *Labor Fact Books*, four of which have been published, and the *Arsenal of Facts*. The audience for this group's material is composed of organizations and individuals connected with or interested in the labor movement. Special reports on specific industries or companies are also offered, as well as the regular monthly bulletins, the chief of which are called *Economic Notes* and *Labor Notes*. The association is financed by fees for research services and the sale of its publications.

The INTERNATIONAL LABOR DEFENSE, 112 East 19th Street, organizes support for the release of labor and political prisoners, regardless of race, nationality, or political affiliations, and helps to maintain their families. Legal aid is furnished for arrested strikers and for persons who, in the opinion of the organization, have been discriminated against by the courts. The ILD joins with other organizations in aiding political refugees.

Also well known for its defense of the basic rights of free speech, free assemblage, and other democratic liberties, is the AMERICAN CIVIL LIBERTIES UNION, 31 Union Square. Much of its work consists of legal aid to individuals denied civil rights. It has done extensive service in this respect for

organized labor and other minority groups. The ACLU publishes periodical surveys of the status of civil liberties in the United States.

The LEAGUE FOR INDUSTRIAL DEMOCRACY, 112 East 19th Street, was organized in 1921 to promote education for a new social order based on production for use and not for profit, and to stimulate constructive activity in solving problems of industrial democracy. To this end it sends lecturers to colleges, universities, and adult groups throughout the country, organizes lecture courses, engages in research work, arranges radio broadcasts, and holds summer and winter conferences. The league also operates a summer school and publishes various pamphlets, as well as a monthly bulletin, *Industrial Democracy*, which is free to members.

The rights of the largest minority group in the United States are guarded by the NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE, 69 5th Avenue, which has 350 branches in nearly every state of the Union. The association has since 1909 carried on a fight to obtain full citizenship rights for the Negro, often in cooperation with a wide range of other societies and organizations.

Its specific objectives are the termination of lynching; abolition of peonage and debt slavery among Southern sharecroppers and tenant farmers; ending of disfranchisement; non-discriminatory fund allotments for public education; abolition of injustices in legal procedure based solely on color or race; opportunity for Negroes to work equally in all fields for equal pay; abolition of discrimination against Negroes in their right to collective bargaining through membership in organized labor unions.

Through pamphlets, a monthly magazine, *The Crisis*, and other channels, the association has become a powerful voice in behalf of the Negro people. Its importance has in-

creased rather than shrunk in recent years as it has made common cause with other groups on various issues.

The NATIONAL URBAN LEAGUE, 1133 Broadway, was organized in 1911 to coordinate the various agencies working in the interests of Negroes, to make investigations of social conditions among Negroes in cities and to establish new social agencies to meet the needs exposed through these studies. It has branches in forty-four cities throughout the country. The league has worked to remove discrimination against Negroes in employment; it conducts annual vocational opportunity campaigns and seeks constantly to expand the employment facilities available to Negroes. The league provides annual fellowships in schools of social work for Negro college graduates and publishes a journal, *Opportunity*.

GOVERNMENT

Many organizations, without being political parties themselves, carry out educative plans aimed at informing voters on issues and candidates. A notable example is the CITIZENS UNION, 41 Park Row, organized in 1897, whose activity is directed toward honest and efficient city government. This group issues leaflets on current governmental subjects, weekly statements on important state legislation, a monthly record of New York City legislation, and an annual directory containing records of almost all candidates for state and local offices. It also has a representative at Albany during the legislative session and at City Hall throughout the year.

The INSTITUTE OF PUBLIC ADMINISTRATION, 302 East 35th Street, affiliated with Columbia University, carries on specialized research in governmental administration, and offers advanced training to men and women who intend to enter

the field of public administration. The institute publishes studies from time to time bearing upon governmental organization, finance, personnel, and other problems of government, and maintains one of the most outstanding libraries in public administration in the United States.

The NATIONAL SECURITY LEAGUE, 45 West 45th Street, is a patriotic organization founded in 1914. It is devoted to maintaining the political status quo, is opposed to "foolish changes subversive of our tried and successful government," advocates improvement of the national defense, protests against the "theory that government is obliged to support the citizen" and regards "the dole as debasing and undermining manhood and citizenship." It uses the radio, press, and public meetings to spread these views. Special literature is sent on request to schools and other educative bodies.

That the basis for American democracy is to be found in the Bill of Rights is the conviction of the AMERICAN UNION FOR DEMOCRACY, 136 East 57th Street, a nonpartisan and nonpolitical organization which strives to preserve these principles through neighborhood forums and radio broadcasts.

CONSUMERS

The NATIONAL CONSUMERS LEAGUE, 156 5th Avenue, is a pioneer in the fight for improved labor conditions. Among its accomplishments are participation in the movement for child labor laws, minimum wage legislation, and the establishment of the federal Children's Bureau. Through bulletins, conferences, pamphlets, the press, and the radio, the league brings information to the consumer who wants to use his buying power to promote fair labor standards.

CONSUMERS UNION, 17 Union Square West, is a non-profit organization which conducts technical research on con-

sumer goods and makes the resulting information available as buying guidance for its members. Consumers Union has established a national reputation for consumer protection in its three years of service.

A nominal membership fee pays for the monthly *Consumers Union Reports* and the yearly *Buying Guide*. All products are rated by trade mark name. Members are given a vote in the control of the organization. Consumers Union analyzes advertising claims which render choice between products difficult.

The organization gives reports on labor conditions under which goods are produced along with its technical ratings of quality.

The purpose of the COOPERATIVE LEAGUE, 167 West 12th Street, is to organize consumers into cooperative organizations through which they work together in building business enterprises to serve themselves.

The league organizes study, recreation, and buying clubs, as well as retail enterprises owned by the consumers. Local cooperatives then form a wholesale, an agency which starts manufacturing products for the retail outlets. The league publishes considerable literature.

The League operates the Rochdale Institute, 167 West 12th Street, which offers courses in consumer cooperation and kindred subjects.

As an aid to business in general, with assistance to producer and consumer alike, the NATIONAL BETTER BUSINESS BUREAU, Chrysler Building, exposes fraudulent advertising and false claims of manufacturers, among many other activities. Functioning as an information service, the fifty-five local Better Business Bureaus in the United States aim to increase public confidence in business, to promote accuracy in advertising, and to provide an unbiased medium for the

settlement of disputes involving misleading advertising between competitors, and to furnish dependable, disinterested information on securities, business opportunities, or service.

These bureaus are financed entirely from contributions by business firms.

ETHICS, MORALS, AND RELIGION

The AMERICAN ETHICAL UNION, 2 West 64th Street, does not commit its members to any one interpretation of ethical living; it believes that human lives are interrelated and interdependent and its standards of morals and behavior are based upon mutual honesty.

A noteworthy group which attempts to unite church bodies and individuals so that social change will be on the side of greater justice and good will is the COUNCIL FOR SOCIAL ACTION OF CONGREGATIONAL AND CHRISTIAN CHURCHES, 289 4th Avenue. Much of the education of the council is disseminated through its publication, *Social Action*, each issue of which discusses some current question of importance.

In 1923, when the Ku-Klux Klan was at its height, the FEDERAL COUNCIL OF THE CHURCHES OF CHRIST IN AMERICA began a campaign of protest. At a convention in 1924, the council created a committee on good will between Jews and Christians. In 1928, it seemed advisable to set up a permanent body, the National Conference of Christians and Jews, bringing Anglicans, Evangelical Protestants, Greek Catholics, Jews, Mormons, Roman Catholics, Quakers, and others into consultation. The conference does not in any way aim to unite religious bodies, or to modify any of the distinctive beliefs of its members; its purpose is to eliminate prejudices which disfigure and distort religious, business, social, and political relations, and to discover where Jews and Christians

may unite in common tasks. The main office is at 300 4th Avenue; regional secretaries are located in Chicago, Los Angeles, Baltimore, and Des Moines.

An active force in the maintenance of public morals is the NEW YORK SOCIETY FOR THE SUPPRESSION OF VICE, 215 West 22d Street, now in its sixty-sixth year. The society exercises no police power, but acts as a cooperative law enforcing agency, investigating, and, when warranted, prosecuting, as complaining witness, producers and purveyors of commercialized obscenity. It is particularly interested in helping to maintain decency on screen and stage.

INTERNATIONAL AFFAIRS

To study scientifically the foreign relations of the United States is the province of the COUNCIL ON FOREIGN RELATIONS, 45 East 65th Street. It has developed a publication program since 1919, consisting of the quarterly review, *Foreign Affairs*, an annual *Political Handbook of the World*, and occasional volumes on current international problems. Other activities are the formation of study groups and the publication of their findings, a reference and information service, and collaboration with other institutions of research in this field. The council is a fact-finding institution and refrains from advising any specific course of political action. It maintains its own building at the above address, where its reference library on international relations is housed.

The INSTITUTE OF PACIFIC RELATIONS, 129 East 52d Street, founded in 1925, is devoted to research and education on the peoples and problems of the Pacific area. A nonpolitical body, it functions through national councils in eleven countries. Its governing body, the Pacific Council, is composed of one representative from each of the national councils; each council is financed by its own nationals. The American

Council houses a research and reference library in its headquarters. It publishes a fortnightly research service, *Far Eastern Survey*, books, pamphlets, study guides, and bibliographies. The institute's magazine, *Pacific Affairs*, appears quarterly.

Other countries represented in the institute are: Australia, Canada, China, France, Great Britain, Japan, the Netherlands and Netherlands East Indies, New Zealand, the Philippines, and the Union of Socialist Soviet Republics.

The LEAGUE OF NATIONS ASSOCIATION, 8 West 40th Street, promotes pro-League sentiments in the United States by various methods. It arranges annual student contests and model League assemblies, publishes the monthly *Chronicle of World Affairs* and prepares a news digest, the "International Scene," for radio broadcasts. In addition, it publishes a variety of pamphlets, supplies speakers, and cooperates with the Columbia University Press to promote the sale of the League's documents. Study groups, speakers, and students find it a reliable source of information on the League of Nations and related subjects.

The FOREIGN POLICY ASSOCIATION, 8 West 40th Street, provides impartial periodic bulletins and reports dealing with current international problems and with national affairs as they affect American foreign policy. The association's publications are used in the regular curricula of more than eighty colleges and universities, as well as in a great number of high schools. The reports are also used by foreign correspondents in Washington, by American correspondents abroad, particularly in dictatorship countries where uncensored news is impossible to get, and by radio commentators. The association sponsors discussion meetings, student forums, and institute gatherings. *Headline Books* and occasional brochures are also published.

MISCELLANEOUS

Financed by funds contributed annually by 150 companies representing four major branches of the automotive industry—motor vehicles, tires, parts and accessories, and the finance and discount companies—the **AUTOMOTIVE SAFETY FOUNDATION**, 360 Madison Avenue, is attempting to reduce highway injuries and fatalities through the Standard Highway Safety Program for States, designed to support the efforts of public officials charged by law with the responsibility for public highways.

The foundation seeks to translate national interest into effective state and local action. It does not engage in any direct safety activities. Grants of money are made to qualified national organizations (fifteen in 1938) for specific activities initiated and administered by them in support of the highway safety program.

The **COMMITTEE ON MILITARISM IN EDUCATION**, 2929 Broadway, condemns and fights against compulsory military training in schools and universities. It distributes pamphlets and other publications and promotes the enactment of corrective legislation.

The **AMERICAN SOCIAL CREDIT MOVEMENT**, 66 5th Avenue, promotes the economic doctrine of Maj. C. H. Douglas of London, who in 1918 formulated certain conclusions about a discrepancy in the rate of flow of prices and the rate of flow of incomes, and advanced constructive proposals to neutralize the discrepancy. The primary purpose of the movement is to spread the knowledge of the supposed defect in the money system and to advocate corrective measures known as the "National Credit Account, the Just Price, and the National Dividend." It sponsors lectures and study groups.

The problem of separating fact from editorialized news and propaganda for the intelligent American citizen is beginning to be solved by the INSTITUTE FOR PROPAGANDA ANALYSIS, 130 Morningside Drive.

The institute is a non-profit organization established with a grant of \$10,000 from Edward Filene's Good Will Fund. It began work in 1937 and has since published monthly bulletins and special studies of current propagandas; it has conducted an experimental program of study in more than 450 high schools and universities and in about 100 adult organizations. The institute invites the cooperation of teachers and adult group leaders, and offers them special services and material. The year's bulletins, with additional material, are also published in book form.

The NATIONAL COUNCIL OF WOMEN, 501 Madison Avenue, is interested in the improvement of everyday human relations. It serves as an information and service bureau for national, state and local women's organizations with a membership of several million. Through affiliation with the International Council of Women, its influence extends to forty countries. Among its current activities is a radio program dealing with human relations, given by leading women throughout the United States. In connection with its slogan, "Our Common Cause—Democracy," the council compiles information and bibliographies for local councils dealing with constructive and destructive social forces.

The NATIONAL INDUSTRIAL CONFERENCE BOARD, 247 Park Avenue, publishes books, special bulletins, and monthly surveys dealing with foreign economic conditions, although its chief concern for the past twenty-two years has been to assemble, analyze, and interpret statistical information regarding the conditions and problems of business enterprise in the United States.

Chapter IX

EDUCATIONAL RESOURCES

I. MUSEUMS IN EDUCATION

IN THE LAST three decades, museums have exchanged a passive for an active rôle in developing educational techniques and permitting the public to become acquainted with their riches. As a result, their influence in extra- as well as intramural education has increased enormously, as is indicated by the fact that more than thirty million persons now come in contact with museums in the United States, with New York City probably taking the lead in this movement.

Besides a better organization of exhibits, the museums have developed study groups, classes for school children and adults, traveling exhibits, and motion picture showings. A number of them sponsor radio broadcasts, maintain bureaus of information, and publish pamphlets and books pertaining to the museum and its interests. The science museums sponsor clubs for boys and girls, where they pursue a given subject or hobby allied with the exhibits and collections. There are numerous stereopticon lectures on travel, science, art, natural history, and similar subjects; also story hours and gallery talks.

The Department of Education of the BROOKLYN MUSEUM, Eastern Parkway, makes special efforts to draw children into its educational activities and affirms that "the avowed pur-

pose of new methods in education is to retrieve for children the thrill of learning by experience rather than by rote." The children's classes of the Brooklyn Museum during 1938 included "Playing with Tools" for three- and four-year-olds; "We're Going to Africa" for five-year-old children; "Playing We're Indians" for children six and seven years of age; "A Trip Up the Nile" for eight- to ten-year-olds; "We Conquer the New World with Our Hands" for eleven- to thirteen-year-olds; "Our Puppeteers Produce Old Japanese Legends" for children between fourteen and fifteen years of age.

In addition to a program of exhibits, public lectures, concerts, recitals, and similar events, the museum offers informal guidance for groups of adults on such subjects as fundamentals of art, art of primitive peoples, Oriental art, art of the ancient civilizations, Renaissance art, peasant art, and modern painting. There are courses for adults who are museum members, for teachers who wish to receive alertness credit from the Board of Education, and for students of the College of the City of New York.

The METROPOLITAN MUSEUM OF ART, 5th Avenue and 82d Street, one of the most notable museums in the country, sponsors an extensive educational program. There are study rooms devoted to prints (European, American, and Oriental), textiles, paintings, and Far Eastern art. The museum's reference library comprises 90,000 volumes, and 175,000 photographs and color prints.

The extension division of the museum has 104,000 lantern slides and 36,000 photographs, color prints, textiles, and the like which may be rented by the public at a nominal fee and are offered gratis to public school classes in New York City. Motion pictures on similar subjects are available (see page 281).

The museum's department of educational work offers free gallery talks and lectures for adults and public school students. These talks and lectures are devoted to such subjects as ceramics, furniture, glass, sculpture, paintings, and textiles. Special appointments for guidance to individuals and groups are made for a nominal fee. Showings of films supplement lectures and discussions. A series of meetings for teachers in the elementary, junior high, and high schools are given on methods used in correlating illustrative material in the museum with classroom studies. Seven Sunday afternoon gallery tours are arranged for evening elementary school students; they are preceded by classroom meetings.

The museum has seven major collections of art—Ancient Egypt, Greece and Rome, Arms and Armor, Textiles and Costume Figures, The Near East, Art of China, and Art of Japan—that are installed in institutions in various neighborhoods of the city as temporary branch museums.

The FRICK COLLECTION, 1 East 70th Street, offers illustrated lectures five days a week from October to June on many phases of the history of art. By previous appointment, groups of not more than ten are conducted through the rooms, or special lectures are arranged without charge for groups of not more than two hundred. At present these services are for adults only.

The AMERICAN MUSEUM OF NATURAL HISTORY, Central Park West at 79th Street, is an important educational center. Its intra- and extramural activities, through the use of unique museum materials and instruction, are planned to enrich the experience of both adults and children.

Museum exhibits are made familiar to visitors by the guidance of trained docents who conduct them through selected halls and interesting exhibits, and, wherever pos-

sible, relate them to the experience of the individuals in the group. Special tours are arranged which permit visitors to have a glimpse of the fascinating work "behind the scenes" in museum laboratories, where some artists are sculpturing and preparing large mammals and birds for exhibition, while others are reproducing to the smallest detail the flowers and plants which will form the accessories in a large habitat group or diorama.

The HAYDEN PLANETARIUM of the American Museum, presenting the *Drama of the Skies*, is one of the most fascinating exhibits in the city. The thrilling spectacle, "The End of the World," is given on Mondays, Wednesdays, and Fridays; on the other days one may see the dramatic presentation, "Exploring the Moon."

The museum's contribution to the city's educational system may be roughly classified under loans, lectures, and special classes. Thousands of children are reached by the loans of specimens, dioramas, slides, and films—all of which are delivered and called for at the schools without charge. Illustrated auditorium lectures on biology, general science, geography, history and exploration—given by museum instructors—broaden the vision of other thousands of school children. The wonders of the sky are revealed to some 175,000 children annually through the lectures at the Hayden Planetarium.

Among the special classes are sight conservation classes for children, planned to allow the pupils to handle museum objects, and so "see" through their fingers. Numerous classes of crippled children are brought to the museum by a school bus and special programs of motion pictures and trips through the halls are arranged for them.

Exhibition hall classes are also extremely popular, consisting of a thirty-minute preliminary lesson in a museum classroom, followed by another half-hour of questions and

answers in the related exhibition hall. Often these exhibition hall talks are enhanced by preparatory lessons given by WPA workers in the school classroom.

At the NEW YORK MUSEUM OF SCIENCE AND INDUSTRY, RCA Building, Rockefeller Center, more than 2,000 exhibits present the important discoveries, inventions, and developments in the sciences against a background of their historic origins. Hundreds of the exhibits are either in continuous operation or may be set in motion by pressing a button. Numerous lecture-demonstrations are given through the day and evening. Exhibitions are changed at frequent intervals to keep pace with new developments in scientific and industrial fields. Special programs for New York City school children are conducted by the museum's educational department with the assistance of WPA teachers loaned by the Board of Education.

The BROOKLYN CHILDREN'S MUSEUM, Brooklyn Avenue and Prospect Place, founded in 1899, was the first children's museum in the world and has served as a model for others of its kind. It is an educational institution supported by municipal funds and private contributions, and administered as a department of the Brooklyn Institute of Arts and Sciences.

The Brower Park Building contains exhibition rooms devoted to birds, animals, insects, minerals, world history, geography, American history, and ethnology. In addition, there are a mineral laboratory and a room for preschool activities which contains an observation beehive.

The St. Marks Avenue Building contains a botany room, science workshop, library, lecture room, microscope room, print shop, art studio, and a loan division.

The museum's activities, which are closely correlated with the New York City public school syllabi, include pro-

grams for school groups as well as after-school activities for individual children. In addition, the museum lends ethnological, geographical, historical, and natural history material to the schools, and children who meet the necessary requirements may borrow minerals, shells, birds, and insects.

The clubs, which are organized by the children, include a bee club and an Indian club for children between the ages of six and ten, a microscope club, stamp club, science club, photography club, craft club, and a pick and hammer club for advanced mineralogists.

Field trips covering the various branches of nature study and the social studies are held during the summer.

The BROOKLYN BOTANIC GARDEN, Eastern Parkway at Washington Avenue, was established in 1910 as a department of the Brooklyn Institute of Arts and Sciences. It is supported by municipal and private contributions.

The Garden conducts indoor and outdoor classes for adults in botany and horticulture, special courses for teachers of biology and nature study, and provides special lessons on plant life for groups of school children. Lectures on botany are given by the Garden's staff to schools, garden clubs, and other groups.

Public lectures illustrated by motion pictures are held at the garden; lantern slides with lecture texts are available for school use; and educational programs are regularly broadcast. City schools are provided with living and preserved plant materials for study. The Botanic Garden issues periodicals and other publications, has a bureau of public information which answers questions on all phases of plant life, and also a reference library open to the public. Docents (teachers) are furnished for those wishing to study the Garden's collections. Labeled collections of living plants are

maintained on the grounds and in the conservatories, all available to the public for study; there is also a herbarium of pressed plant specimens.

Members of the regular garden staff conduct research in genetics, plant pathology, systematic botany, physiology, economic botany, and horticulture.

One of the purposes of the NEW YORK BOTANICAL GARDEN, Bronx Park, is to survey instruction in the culture of flowers, shrubs, and trees, in botanical science and knowledge, and in kindred subjects. It has been the aim of the garden to develop its educational program chiefly for adults, although freely offering its facilities also to children. The program of education includes the following: (1) Free public lectures on Saturday afternoons, from September through May, on popular topics related to botany, nature study, and horticulture. (2) A two-year course in practical gardening, consisting of four series of weekly lectures covering fundamentals of gardening, outdoor gardening, cultivation of trees and shrubs, and greenhouse plants, plus two terms of "laboratory" work in garden and greenhouse. A certificate is granted after the successful completion of the course. (3) A two-year science course for professional gardeners. This course is restricted to student gardeners at the Botanical Garden and to other professionals who can meet certain requirements. It consists of the sciences which form the backgrounds of good horticulture: systematic botany (two terms), plant pathology, physiology, morphology, plant breeding, plant geography, economic botany, soils and fertilizers, and entomology. A certificate is granted after the successful completion of eight of the above subjects. (4) Graduate work for botany students is carried on in cooperation with Columbia and Fordham Universities.

Other courses in botany, horticulture, and nature study

are scheduled when requested by organizations or groups of individuals. Botanical exploration and rock-garden construction are two such courses given recently. A course in the identification of native plants is being planned especially for teachers in New York City schools.

The museum building itself serves as an educational center for the informal instruction of the public as well as for classes. Here will be found one of the country's largest collections of plants in the herbarium, all classified for ready accessibility; a botanical and horticultural library of 47,000 volumes, which the public is free to use for reference; a museum of economic botany, containing 8,000 specimens of food and drug plants, oils, resins, fibers, dyes, spices, starches, and beverages; and laboratories for the special study of plant breeding, plant pathology, and vitamins and their effect on plant growth.

As an additional educational aid to the public, the staff is always willing to provide guides for groups of visitors and to answer questions of botanical or horticultural import.

The MUSEUM OF THE CITY OF NEW YORK, 5th Avenue between 103d and 104th Streets, contains exhibits of the history of New York City. Since its opening in 1932, more than 157,000 children and 72,000 adults have taken advantage of the instruction offered, which consists of illustrated lectures followed by a tour of the galleries supervised by members of the educational staff.

Many of the museum's activities are especially designed to interest school children in local history and conditions. To this end, story hours are held, lectures and talks are given. Museum games based on exhibits, and art and crafts projects are offered in the junior museum.

Monthly programs, including radio talks over station

WNYC, are prepared by the museum's department of education. Motion pictures about New York City subjects are exhibited, including a three-reel film, "The Port of New York," which was made by the museum with the cooperation of the WPA.

A course in museum educational methods, offered in cooperation with the Board of Higher Education, consists of practical training for teachers. Students connected with educational institutions of the city may take the course gratis; others are charged a fee of \$60.

The museum has a complete collection of slides, a small motion picture collection, and a number of portable sets (available for loans) depicting the history of fire fighting, of the water supply system, land transportation, and similar municipal developments. Lecture service is free to the public and private schools. Public lectures for adults are held Thursday and Sunday afternoons from November through April. Motion pictures are presented Wednesday and Saturday afternoons (during the summer, Thursday and Friday afternoons).

2. SETTLEMENT HOUSES IN EDUCATION

MORE THAN FORTY-SIX SETTLEMENT HOUSES engage in educational work as part of their program of social integration and adjustment in the overcrowded sections of the city. Growing out of the practical needs of the underprivileged in the slum regions, such settlement institutions as day nurseries, kindergartens, and industrial art schools are now recognized as providing educational facilities of primary importance.

The social settlement dates from 1884 with the opening of Toynbee Hall in London. Soon after, the movement spread to the United States, the first one being the University Settlement on the East Side of New York in 1886. Its chief

problem was to help the foreign born, polyglot, poorly housed population to adjust to American life. The day-to-day needs of these low income families, which they themselves could not meet either because of poverty or lack of opportunity, impelled the settlement to concern itself with a multitude of diverse problems such as housing, clinics, health education, child care, and maternal aid. Clubs were organized for the boys and girls of the neighborhood, to offer them the sorely needed recreational and school opportunities which their crowded homes could not afford.

The educational programs of the settlement houses vary according to the special needs of the neighborhood and often according to the special interest of the originator. For example, the founders of a given settlement may have been especially interested in art, in which case emphasis on art work pervades the program. Instruction in settlements is informal, since for the most part they are after-school and after-work activities. In the past few years more attention has been paid than formerly to classes with a defined educational objective.

Education in settlement houses is vocational and avocational rather than academic. Generally speaking, the subject matter includes dramatics, dancing, handicrafts, music, art, domestic science, English, and citizenship. These are supplemented by lecture forums and study groups on topical subjects, by nursery schools and kindergartens.

Perhaps the most interesting aspect of settlement house education is the way it brightens up the lives of care-burdened housewives of the slums. The settlement offers them maternity advice, cares for their children in nurseries and kindergartens, and provides opportunities to enter upon class study and attend lectures. The women's clubs of the settlement, whose programs may be social and educational,

constitute a means by which women can function with dignity as citizens, and help to improve the life of their neighborhood.

The settlement strives to afford its clientele as many opportunities for self-expression and cultural contacts as possible, without charge. The majority conduct music, art, and drama courses, and allow the students, young and old, to pursue their own way, guided by experts, toward greater self-expression and a richer existence.

Fairly typical and outstanding examples of the various types of settlement activities may be found at the Henry Street Settlement, Greenwich House, University Settlement, and the Educational Alliance.

The HENRY STREET SETTLEMENT, as famous in New York as Hull House in Chicago, was founded on the lower East Side in 1893 by Lillian D. Wald. The educational work is centered in the original house at 265 Henry Street; the Playhouse is at 466 Grand Street; the Henry Street Music School at 8 Pitt Street; classrooms and workshops are also found at the Hamilton House, 72 Market Street.

Instruction in symphonic instruments, music theory and history, both choral and orchestral, is given in the music school. The Playhouse, built by Irene and Alice Lewisohn in 1915, provides an experimental workshop, where, in addition to adult classes in diction and dramatics, there is a children's theater. The theater building is also used for other educational and entertainment purposes.

The Workers Education Center was opened in 1935 at 263 Henry Street under the auspices of the WPA Adult Education Division. Here many informal courses are provided without charge, both day and evening. The East Side forum of the Henry Street Settlement is held every Monday evening at 466 Grand Street.

The UNIVERSITY SETTLEMENT SOCIETY, 184 Eldridge Street, the oldest in the country, has served the community for more than fifty consecutive years.

In addition to the usual settlement classes, the house conducts a children's art center and a music school, a children's theater and a school of the dance.

The gallery of the children's art center offers semi-monthly exhibitions of objects from the permanent collection supplemented by loans from artists, collectors, and dealers. In 1937 Miss Amelia Elizabeth White donated an important collection of American Indian art to the center. An adult education program is conducted by the WPA.

The GREENWICH HOUSE, 27 Barrow Street, the nucleus of one of the most famous settlements in the country, is headed by Mary K. Simkhovitch. It offers a wide range of educational opportunities in vocational arts, cultural subjects, and handicrafts.

The Greenwich House Workshop (Industrial Art School), 16 Jones Street, offers instruction in furniture making and allied crafts. During 1938 a children's art center was organized to teach woodworking, modeling, stone-carving, painting, drawing, linoleum and wood block, and lithography. Greenwich House also operates a music school (see page 227). The children's theater holds classes in art, dancing, drama, and music. Greenwich House itself conducts classes in ceramics.

Classes for adults, chiefly in English, are available. The Village forum is held every Tuesday evening. Greenwich House also operates a day nursery.

The EDUCATIONAL ALLIANCE, 197 East Broadway, in the heart of the Jewish section of the lower East Side, emphasizes (as the name indicates) education in a wide range of subjects, vocational and cultural. The courses for boys and

girls under seventeen include handicrafts, singing, dramatics, journalism, Jewish history, and modern Hebrew. For adults over seventeen there are courses in commercial training, English, domestic science, and art.

Other cultural and recreational features involve the customary ramifications of settlement activities—concerts, lectures, motion pictures, dramatics, forums, and group dancing are among the attractions. The speech clinic, staffed by therapists and psychologists, treats stuttering and other impediments. A guidance service, sponsored by the Board of Education, offers health and avocational counselling. Psychometric testing is administered by a trained psychologist. The WPA conducts courses in trade and technical pursuits, commercial subjects, English language, cultural subjects, and fine arts for adults.

The UNITED NEIGHBORHOOD HOUSES, 70 5th Avenue, is a federation comprising forty-six social settlements and neighborhood houses in New York. The federation was organized in 1900 (when the settlement house movement was in its infancy) for the purpose of serving as a clearing house for settlement workers and developing neighborhood houses as a dynamic factor in the social and civic life of the community.

The visual arts committee of the federation brings together artists and craftsmen, administrators and amateurs, employed or lending their services in the art work of settlement houses, to discuss problems of teaching, the organization and administration of studios and workshops, and ways and means of increasing local interest in the fine and applied arts.

3. THE LIBRARY IN EDUCATION

THE EXTENSIVE EDUCATIONAL FACILITIES of the city of New York are supplemented by a large number of private and

public libraries whose collections cover a wide range of subjects and made it possible to undertake research in almost any field of knowledge.

PUBLIC LIBRARIES

The reference department of the NEW YORK PUBLIC LIBRARY, Central Building at 42d Street and 5th Avenue, is used for the most part by professionals: authors, scientists, teachers, historians, statisticians, technicians, and others. The circulation department branch libraries offer considerable assistance to schools which specialize in technical and vocational education. There are fifty-three branches and eleven sub-branches in Manhattan, Bronx, and Richmond.

The library at 42d Street is one of the most noted reference libraries in the world; it possesses 2,750,000 volumes on innumerable subjects. Special rooms are devoted to genealogy, American history, economics and social sciences, technology, art and architecture, rare books, manuscripts, music, newspapers and periodicals.

While the library does not attempt to cover medicine, law, or religion so thoroughly as the special libraries in those fields, it has notable collections on many special subjects, in addition to its main bulk of reference works. The American history room contains the relevant volumes from the libraries of George Bancroft, James Lenox, and other collectors of Americana. Dictionaries and grammars of American Indian languages and an extensive collection of works relating to the Indian are also in this room. The local history room has interesting genealogical works and books about American cities, counties and states. The economics division, in addition to long files of government publications, contains an excellent collection on pauperism and criminology, books and manuscripts on single tax from the library of Henry George, and a comprehensive collection of works

on socialism in the nineteenth century. In the science and technology division are thousands of volumes on pure and applied science and engineering, and files of current technical periodicals, patent records, and collections of railroad data.

In the manuscript room are more than 100 illuminated manuscripts dating from the ninth to the sixteenth centuries, a bible from the twelfth century, and many early American and English documents of historical value, including the final draft, in his own hand, of Washington's "Farewell Address." More than 60,000 items are listed in the rare book department, among them a copy of the Gutenberg Bible. There are files of old newspapers, some dating before 1800. Other collections include Oriental works, books in Yiddish, Hebrew, and Slavonic languages, and grammars of nearly all Asiatic, African, and Oceanic tongues.

The music division contains 75,000 items, consisting of books, pamphlets, manuscripts, scores, sheet music, and records. The picture collection has a large number of clippings and reproductions which may be borrowed without charge.

The BROOKLYN PUBLIC LIBRARY, with thirty-five branches, circulates more than 6,000,000 books yearly to some 600,000 active borrowers. Hub of the system is the new \$5,000,000 Central Building on Grand Army Plaza, one of the most modern library structures in America, expected to be opened in 1940. This will house the main reference collection, now in the Montague Street Branch, and also rare and valuable books.

In the Brownsville Children's Branch the library has a unique institution, devoted exclusively to work with children and high school students. The Brooklyn Library's extension department serves hospitals, industrial houses, police and

fire stations, orphans' homes, community centers, and summer camps.

The QUEENS BOROUGH PUBLIC LIBRARY, 89-14 Parsons Boulevard, Jamaica, provides general reference and loan book service through forty-four branch libraries, fifteen elementary school libraries, seven hospital libraries, and a book bus, with a total book stock of 661,837 volumes.

Many specialized services are available at the library's Central Building in Jamaica. A teachers' reading room supplies teachers, educators, and parents with material on all phases of educational and pedagogical research from its collection of 6,000 volumes. The art and music division has a collection of more than 7,000 volumes in all fields of art, including the Hiler Costume Collection, which consists of rare volumes on costumes of all lands and periods.

An interesting collection of books, maps, deeds, mortgages, and early newspapers and manuscripts dealing with the history and localities of Long Island may be found in the Long Island Collection. A circulating collection of more than 600,000 pictures has been extensively used by the teachers and students of Queens. The science and technology division serves students as well as practicing mechanics, technologists, and business men, from a collection of more than 14,000 books in their fields. A readers' advisory service prepares book lists and home study plans for individual readers, and features an extensive file of pamphlets and books to assist individuals in selecting a vocation.

The library is administered by a board of trustees appointed by the Mayor.

PRIVATE AND SPECIAL LIBRARIES: HISTORICAL LIBRARIES ¹

The NEW YORK SOCIETY LIBRARY, 53 East 79th Street, is the city's oldest circulating library, having been founded in 1754. It contains books on New York since its earliest days. It is particularly rich in early American fiction, fine arts, and travel, early works on chemistry, and files of local papers published before 1800. A subscription membership is \$18 yearly.

The MUSEUM OF THE CITY OF NEW YORK LIBRARY has an extensive collection of books, pamphlets, newspaper clippings, and periodicals relating to the city, including a complete set of New York City directories since 1786.

The NEW YORK HISTORICAL SOCIETY, 170 Central Park West, is one of the largest private libraries devoted to history, with a rounded collection of 250,000 books, 150,000 pamphlets, and 10,000 volumes of newspapers on the history of New York City and State, American arts and crafts, genealogy, naval history, and the like.

PROFESSIONAL AND TECHNICAL LIBRARIES

The NEW YORK ACADEMY OF MEDICINE LIBRARY, 2 East 103d Street, numbers 221,000 volumes and 137,000 pamphlets on medicine and allied subjects. In addition there are collections of non-medical works by doctors, portraits and biographies of physicians, classics of medicine, and books on food and cookery. The library furnishes bibliographical, translating, and photostat service.

The ASSOCIATION OF THE BAR OF THE CITY OF NEW YORK LIBRARY, 42 West 44th Street, is a law library of 225,000

¹ Private and special libraries are open to the public for reference use unless otherwise noted. For a complete list of such libraries, consult the Special Libraries' Association, 345 Hudson Street.

volumes consisting of reports, decisions, statutes, legal treatises, periodicals, and pamphlets from all countries of the world, as well as bound cases on appeal in federal and New York state courts and special collections of constitutional, international, and Roman law.

The ENGINEERING SOCIETIES LIBRARY, 29 West 39th Street, has 150,000 volumes on all branches of civil, mechanical, electrical, and mining engineering. It maintains a bureau which undertakes research for those pressed for time; the fee is computed on a cost basis.

The CHEMISTS' CLUB LIBRARY, 52 East 41st Street, consists of 45,000 volumes relating to chemistry and allied subjects. It provides photostats and translations of its material. The library is for the use of members of the Chemists' Club, the American Chemical Society, and the public.

NATURAL HISTORY AND GEOGRAPHICAL LIBRARIES

The AMERICAN MUSEUM OF NATURAL HISTORY LIBRARY, 79th Street and Central Park West, contains 125,000 volumes on zoology, mineralogy, anthropology, astronomy, palaeontology, and geology. The NEW YORK BOTANICAL GARDEN LIBRARY, Bronx Park, contains a collection of 50,000 volumes on botany, agriculture, horticulture, and landscape architecture. There is a special collection of Darwiniana and seed catalogs.

The NEW YORK ZOOLOGICAL SOCIETY LIBRARY, Bronx Park, has a collection of books and pamphlets on various zoological subjects, including literature on wild life conservation. Reference use is restricted to the staff, research workers, and members of the society.

The AMERICAN GEOGRAPHICAL SOCIETY, Broadway and 156th Street, has a library consisting of 107,000 volumes

devoted to geography and related subjects—geology, topography, agriculture, and political geography. There are 100,000 maps and atlases, 20,000 pamphlets, and 20,000 photographs in the collection.

GOVERNMENT AND FOREIGN AFFAIRS

The MUNICIPAL REFERENCE LIBRARY (branch of the New York Public Library), 2230 Municipal Building, Chambers and Centre Streets, contains between seventy and eighty thousand volumes devoted to government in the city of New York. The library possesses the most complete files of New York City documents in existence and in addition has a splendid collection of printed material relating to the chief cities of the United States on government, taxes, engineering, civics, and politics.

The CITIZENS UNION LIBRARY, 41 Park Row, is devoted to books on government and civics, and specifically to government in New York. It contains legislative documents, including measures passed and proposed in the city and state during the past twenty years. It also possesses a file of folders which constitutes a Who's Who of local officeholders and candidates for office in the last two decades.

The FOREIGN POLICY ASSOCIATION, 8 West 40th Street, possesses a valuable collection of material on international affairs, constituting about 3,200 bound volumes and some 320 current newspapers, periodicals, and pamphlets. The library has a large file of newspaper clippings on current international events. There is also a number of government documents. A weekly bulletin is published which offers an interpretation of current international events by the research staff of the association.

The WOODROW WILSON MEMORIAL LIBRARY, in the same building as the Foreign Policy Association, was established

in 1929 by the Woodrow Wilson Foundation to serve as a reference center for material on the League of Nations, the Permanent Court of International Justice, the International Labor Office, and allied international bodies.

The collection includes 5,300 bound volumes, of which 2,000 deal with the League of Nations. There are about 600 volumes and 300 current periodicals on file. A clipping file contains press reports on such diverse topics as arbitration, debts, disarmament, gold, League of Nations, mandates, minorities, Poland, Saar, treaties, and the like.

SOCIAL SCIENCES

The RUSSELL SAGE FOUNDATION LIBRARY, 130 East 22d Street, includes 38,000 bound volumes, 138,000 paper covered reports and bulletins, and 250 current periodicals dealing with social welfare subjects. This library is intended for use by those who are actively engaged in the study or practice of social work. A bi-monthly bulletin is issued, containing a bibliography on social welfare topics. About 200 typewritten bibliographies on a wide variety of subjects are prepared on request each year for welfare organizations.

ART LIBRARIES

The MORGAN LIBRARY, 29 East 36th Street, is a notable art and literature library containing collections of Assyrian and Babylonian seals, cylinders, and cuneiform tablets in the Egyptian, Coptic, and Greek; illuminated manuscripts from the sixth to the seventeenth centuries; authors' holograph manuscripts (sixteenth to twentieth century); historical letters and documents; printed books from the fifteenth to the twentieth century; etchings by Rembrandt; and many rare art and cultural objects.

The 800 illuminated manuscripts are considered the most valuable single contribution of the library to American

scholarship, as they contain the sources for study of painting and allied arts during the Middle Ages.

Among the holograph manuscripts, letters, and documents are a number by Browning, George Eliot, Dickens, Scott, Thackeray, Shelley, Keats, James Fenimore Cooper, Walt Whitman, Washington, Lincoln, Voltaire, Zola, George Sand, and many others.

The FRICK ART REFERENCE LIBRARY, 10 East 71st Street, contains more than 250,000 photographic reproductions of art objects. In addition, it possesses 40,000 volumes covering the fields of European and American painting, drawing, sculpture, illuminated manuscripts, and about 25,000 sales catalogs.

The library of the METROPOLITAN MUSEUM OF ART contains 90,000 volumes on archaeology and fine and industrial arts, 177,000 photographs, and a loan collection of more than 141,000 lantern slides, prints, and *objets d'art*. Sketching and drawing from reference books are permitted. In the print room there is a large collection of prints in all media from the beginning of the graphic processes to the present time, as well as one of the largest collections in the United States of pattern designs for textiles and furniture.

MISCELLANEOUS LIBRARIES

The WILLIAM HENRY SCHOFIELD LIBRARY of the American Scandinavian Foundation, 116 East 64th Street, contains 3,000 volumes on Scandinavian subjects. The library offers the services of a Scandinavian unit catalog of 65,000 titles of books in the chief libraries which contain Scandinavian works.

The MERCANTILE LIBRARY ASSOCIATION, 17 East 47th Street, is the second oldest general circulation library in

the city (established 1820). It possesses 237,000 volumes, including many old and rare books. The reading room and subscription library are for members only; the fee is \$5 a year.

The COOPER UNION LIBRARY, Cooper Square, contains 68,000 volumes on science, engineering, social science, and general literature. The library is open to the general public.

4. THE FILM IN EDUCATION

ALTHOUGH IN THE PAST the nation has failed to take full advantage of the camera as an educational medium, signs are not wanting that it is at last waking up to its opportunities. New York offers considerable evidence that the film is beginning to play a real part in education, both for children and adults. The public school system owns a library of about 3,000 reels. Several museums have extensive loan collections, and large sources of supply are available at the YMCA motion picture bureau, the Harmon Foundation, and the city Health Department. In addition, there are a number of commercial distributors and producers as well as non-profit research and coordinating agencies devoted to the film as a classroom tool.

The VISUAL INSTRUCTION BUREAU OF THE BOARD OF EDUCATION, 128 East 52d Street, was founded in 1919, although the schools had utilized films prior to that time. In 1928 it changed from thirty-five mm. films to sixteen mm. films, then coming into use. This change brought distinct economic advantages since projectors for the narrower films and the reels themselves are not only cheaper, but licensed operators and fireproof booths are not required in such presentations, the teachers themselves often serving as operators. The consequent savings resulted in an expansion of the

school program. The bureau supplies the New York public schools exclusively.

The library of the bureau contains about 3,000 reels of silent films and 140 reels of sound films. The schools (which are also serviced with free films by several outside organizations) use motion pictures in such subjects as geography, history, nature study, health education, general science, and biology.

The following titles typify the bureau's list: geography, "Glacier National Park"; history, "Survivals of Primitive Life" and "Pueblo Dwellers"; nature study, "Our Common Birds," "Forest Fires," and "Fish and Fishing for Everybody"; health education, "Food and Growth"; general science, "Water Power," "Atmospheric Pressure," "Heat and Light from Electricity," and "Oxidation and Reduction"; biology, "Living Cell," and "How Life Begins."

The DEPARTMENT OF HEALTH OF THE CITY OF NEW YORK, 125 Worth Street, is using films to educate the public in social hygiene. The department has a few sound pictures and slide and strip films dealing with venereal diseases (such as "Science and Modern Medicine," "Hygiene for Women," "For All Our Sakes," and "Enemy of Youth"), with tuberculosis, milk supervision, safety and accidents, and kindred subjects.

The films are exhibited at the department's health centers, and are loaned to responsible groups for free showing in New York. When necessary, the department supplies its sixteen mm. projectors (both sound and silent), operators, and lecturers. Some of the films in the collection were produced by private companies and other agencies, among them Borden's Farm Products Company, Metropolitan Life Insurance Company, New York Safety Council, New York Tuberculosis Association, William J. Ganz Company, Brooklyn

Tuberculosis and Health Association, and the United States Children's Bureau. It is estimated that approximately 100,000 persons viewed the department's films during the last nine months of 1938.

The MOTION PICTURE BUREAU, 347 Madison Avenue, which is maintained by the National Council of the YMCA as a service to the American YMCA schools, colleges, churches, clubs, societies, and other community organizations, is perhaps the largest distributor of free films in the world. Its free list comprises what are commonly known as industrial films as well as films presented by the U.S. Government.

The remainder of the library consists of two types of rented films: entertainment and instructional. About fifty percent of the bureau's local service consists of free films, about twenty percent belongs to the rental category. The magnitude of its national operations may be gathered from the fact that from September 1938 through June 1939 the New York exchange, which supplies New York and the Atlantic seaboard, shipped an average of 3,500 reels a week.

The local exchange was opened in 1911. A second exchange, which was launched in Chicago fifteen years ago, covers the Mississippi basin to the Rocky Mountains, and a third, inaugurated at San Francisco in 1938, embraces the territory from the Rocky Mountains to the Pacific Coast. The latest estimate is that the national audience for its free and rental films totals about 19,000,000 persons annually.

The bureau's industrial films are sponsored by outstanding companies which bear the cost of production and prints and pay a distributing fee. Sound as well as silent films are handled.

The AMERICAN MUSEUM OF NATURAL HISTORY is an important distributor of educational films, both sound and

silent. These are circulated throughout the country for a small service charge, to any individual, club, school, or organization agreeing to comply with the museum's rules governing film service. The museum also has a large library of lantern slides available for general circulation, and a photographic library possessing thousands of negatives on natural history for use as illustrations in textbooks, magazines, and newspapers.

The METROPOLITAN MUSEUM OF ART possesses a film library of about thirty subjects which the public schools of New York City may borrow without a fee. Fourteen of them are maintained on a general circulation list available nationally on a rental basis.

Titles of the museum's films include: "The Temples and Tombs of Ancient Egypt," "The Daily Life of the Egyptians—Ancient and Modern," "Digging into the Past," "The American Wing," "Tapestries and How They're Made," "The Making of a Bronze Statue," "The Etcher's Art," "Drypoint—a Demonstration," and "Behind the Scenes in the Metropolitan Museum." The remainder, reserved for use by the public school system, are chronicles of American history, such as "Columbus," "The Pilgrims," "The Puritans," "Peter Stuyvesant," "Declaration of Independence," "Alexander Hamilton," "Dixie" and "Eve of the Revolution."

The MUSEUM OF MODERN ART FILM LIBRARY, 11 West 53d Street, was established in 1935 "to make available to all educational and cultural institutions or film study groups a constantly increasing series of films that exemplify or illustrate the history, development, and technique of the motion picture." Among its collection are narrative, documentary, spectacular, Western, slapstick, comedy-drama, musical, animated cartoon, abstract, scientific, educational, dramatic, and news-reel films. From time to time public showings are

offered at the museum; all of its films can be rented by responsible groups for strictly non-commercial exhibition. A large library of books, periodicals, manuscripts, and related material pertaining to the motion picture is also maintained, as well as an extensive file of stills. There is no charge for admission to the library, and its resources and the assistance of its specialized staff are available to the public.

The purpose of the DIVISION OF VISUAL EXPERIMENT of the Harmon Foundation, 140 Nassau Street, formerly known as the Religious Motion Picture Foundation, is to study the various types of visual aids and evaluate their uses as part of a total form of expression, with emphasis on educational, religious, civic, and social life. Among the films distributed by the foundation to schools, churches, clubs, and other groups are: "Africa Joins the World"; "Ann Faces the Future," dealing with old age security; "As We Forgive," dealing with child ethics; "The Challenge of the TVA"; "China Our Neighbor"; "I Am The Way"; a thirteen-reel study of the life of Christ; "Japan and Her Problems"; and "The Negro and Art."

RESEARCH AND COORDINATING ORGANIZATIONS

The ASSOCIATION OF SCHOOL FILM LIBRARIES, 9 Rockefeller Plaza, is a non-profit body formed in 1938 to promote the use of motion pictures in education. Its program aims: "(1) to find the educational institutions equipped to use films, or interested in securing such equipment, and organize them in the association's membership; (2) search out the films with educational possibilities, have them analyzed and evaluated and circulate this information in a cumulative catalog; (3) make available for educational use the desirable films heretofore unavailable; (4) determine the de-

sirable subjects not covered by films and advise producers so they may be covered; (5) keep educators, film producers, and distributors informed of developments in this realm through a subscription information service; (6) encourage the establishment of regional, state and local film libraries which will serve through rental those institutions unable or unwilling to set up libraries of their own."

The AMERICAN FILM CENTER, 45 Rockefeller Plaza, was created in 1938 to promote the use of motion pictures for educational purposes. It carries on the type of investigation that is essential to the planning and long-term formulation of policy; it assists in bringing together educational, governmental, and industrial institutions on the one hand and producing and distributing organizations on the other. It is also available for consultation about, and supervision of, production programs, including research for theatrical and non-theatrical firms. The American Film Center does not plan to enter into the production or distribution of motion pictures.

COMMERCIAL PRODUCERS AND DISTRIBUTORS

WALTER O. GUTLOHN, INC., 35 West 45th Street, is one of the largest commercial distributors of educational 16 mm. sound and silent films in the country. The main part of its business is outside the city. Its local trade—both sale and rental—includes private and public schools, clubs, parent-teachers associations, and settlement houses.

Its collection of sound and silent films include music appreciation subjects, astronomy, physical science, social science, art and architecture, the "World on Parade" series, travel, native customs, and nature study. The company also imports from England a large number of educational sound films of the documentary type.

ERPI CLASSROOM FILMS, INC., 35-11 35th Avenue, Long Island City, is an outstanding producer of instructional sound films in plant life, animal life, biology, astronomy, geology, physics, and chemistry. Other series include human geography, psychology, music, track and field. The human biology series includes such titles as "Mechanisms of Breathing," "The Heart and Circulation," "Body Defenses Against Disease," "The Nervous System," "Reproduction Among Mammals," "Digestion of Foods," "Heredity," and "The Alimentary Tract." All films are produced in collaboration with outstanding subject matter specialists in the field.

The BRAY PICTURES CORPORATION, 729 7th Avenue, produces animated cartoons, as well as industrial, documentary, and educational films on such subjects as the arts and crafts, astronomy, geology, chemistry, civics and government, geography, health and hygiene, industry, biological sciences and their application, bacteriology, microscopy, marine life, insects, physics, engineering, and transportation.¹

¹ For a complete list of New York producers of educational films see the cumulative *Educational Film Catalog*, compiled by Dorothy E. Cook and Eva Cotter Rahbek-Smith (H. W. Wilson, 1936 *et seq.*).

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